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## ABSTRACT

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**ANALYSIS OF WORD FREQUENCIES IN THE SPOKEN LANGUAGE  
OF ADULT BLACK ILLITERATES**

September 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Annette S. Stein

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Buffalo, New York

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U.S. DEPARTMENT OF  
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## PREFACE

The completion of this project is due to the efforts of many people, and I wish here to express my appreciation.

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## Chapter I: Introduction

### Statement of Problem

Illiteracy should not be a serious problem in the United States. According to statistics compiled from census data, school attendance and literacy rates have increased steadily since 1840. However, the 1960 census revealed that approximately ten million adults were functionally illiterate. This is probably a very conservative figure since the census bureau defined an illiterate as an adult of at least twenty-four years with less than five years of formal education. A more realistic definition would include young adults between the ages of eighteen and twenty-four.

The U.S. Office of Education estimated recently (Venn, 1970) that twenty-four million Americans eighteen years and over are functionally illiterate. In addition, an estimated eight to twelve million children now in school have such serious reading problems that they are headed for functional illiteracy.

Illiteracy and the newer concept of functional illiteracy in a technological society have been analyzed, defined, and deplored. There is general agreement that illiteracy results in unnecessary waste of human potential from both the individual and the national standpoint. There is also general agreement that efforts to substantially reduce illiteracy have been unsuccessful. The ability to read might enable millions of American families to break out of the poverty cycle. Methods employed to date have not sufficiently reduced the problem.

Federal recognition was given to the problem when the Economic Opportunity Act of 1964 included an attack on adult illiteracy in its "war on poverty." Title II B defined adult basic education as

...elementary level education for adults with emphasis on the communication and computational skills such as reading, writing, speaking, listening, and arithmetic; and using as content for teaching these skills such experiences as consumer buying practices, health habits, relations with other members of the family and community, homemaking and citizenship responsibilities.

Appropriate books and teaching materials had been largely unavailable until the publication in 1964 of SRA's Reading in High Gear, Follett's Systems for Success in 1965, and The Mett Basic Language Skills Program in 1966. The need for suitable adult basic education materials, however, was not met by these new systems. The Greenleigh report (1966) examined these systems (and also the American Incentive to Read, 1969) and concluded that they all needed to be improved and adapted

to the needs of disadvantaged adults.

Adult interest materials developed by Heding, Language for a Future, (1967) were used in a methodological study conducted in adult basic education classes in Buffalo public schools by Brown and Newman (1968). The adult-oriented materials were well received by both students and teachers, but it became apparent that supplementary materials were needed to provide reinforcement. Additional stories, comprehension exercises, and supplementary reading were written using the vocabulary of the lessons; and articles considered of interest to the students were rewritten in simpler language and style. There was also a continuing search for published materials suitable to the needs of beginning adult readers.

In the process several needs became clear. Instructional ABE materials that provide for adequate reinforcement should be written. In addition, a readability formula that would measure the level of difficulty of ABE materials should be developed. This would make possible the evaluation of materials from various sources, which could then be integrated into reading programs appropriate to individual students. More effective instruments for measuring the levels of reading ability of ABE students are also needed, both standardized tests and informal reading inventories. These needs can be met more realistically if the speaking vocabulary of the population of students is known.

#### Purpose of the Investigation

The study of linguistics emphasizes the fact that oral language is primary. Reading and writing, the other dimensions of language, are dependent upon the oral language. Therefore, illiterate adults, who are capable of communicating through speech, must learn to relate the elements of their spoken language to the printed language. According to McDavid:

A reading program, in any language, at any stage in a student's career, is likely to be effective in proportion to its use of the language habits that the student has acquired in speaking. (1964:207)

There is widespread agreement in support of this view from linguists and reading specialists, such as Goodman (1965) and Shuy (1969), to literacy specialists, such as Gray (1956) and the Laubachs (1960). In his monograph for UNESCO on teaching beginning reading to adults, Gray (1956) recommended limiting the vocabulary as much as possible to the three hundred most frequently used words in the everyday language of adults. UNESCO incorporated this advice in its handbook, Simple Reading Material for Adults: Its Preparation and Use (1963).

Lorge (1944) outlined the research concerned with word lists as a major factor in the process of communication. Since the turn of the century, word counts have been made to determine the most frequently occurring words in printed, written, and spoken language. Word lists for many special purposes and populations, including the adult illiterate, have been compiled. The Laubach Streamlined English Combined Word

Lists (1960) consists of the Thorndike-Lorge list of 1,000 most used words plus some 700 other words, which are "words found useful in writing materials on many non-technical subjects." Mitzel (1966) is more specific in giving the sources of The Functional Reading Word List for Adults. Her purpose was to identify the basic words an adult needs to know, and to that end she gathered 500,000 running words from reading material the general public encounters. These sources included government pamphlets, newspaper and magazine articles, application blanks, store signs, general advertising, menus, Yellow Pages of the telephone directory, union literature, religious tracts, TV commercials, and political campaign literature. A comparison of Mitzel's 5,000 word list and the Lorge-Thorndike 5,000 word list for adults shows only 66 percent overlap.

The purpose of this research is to compile a word frequency list based on the spoken language of the illiterate population. A large proportion of urban illiterates are Negroes, many of whom have migrated to northern industrial centers from the South, where they had received some degree of education. To a lesser degree, the group also includes adult Negroes who attended school in the North. This investigation is concerned with blacks who are native speakers of English rather than with those illiterates for whom English is a second language.

At this point some mention should be made of the scope of word lists. The size of the corpus, or number of running words used for the frequency count, ranges from 100,000 to over 4,000,000. The sources of the corpora, printed, written, or spoken, vary according to the purposes or choices of the researchers, as indicated earlier. As a result, differences between lists of words of even the highest frequency have been demonstrated (Card and McDavid, 1966). If this is true of general purpose lists of printed English such as the Thorndike (1921) and Brown University (Kucera and Francis, 1967) lists, then word counts of spoken English can also be expected to reflect the peculiarities of their corpora.

No matter how general or specific the questions or other stimuli may be in eliciting free-flowing speech from informants, the responses consist of a sample of the individual's vocabulary. The same set of stimuli at another time, under different circumstances, or with another interviewer could produce a different sample of words. More importantly, varying the stimuli could also be expected to change the sample. The number of informants used in obtaining the corpus affects the breadth of the sample, but the words obtained represent a subset of the total spoken vocabulary that can be used by the population. The usefulness of such a subset vocabulary is not necessarily diminished by the fact that it does not claim to represent all the words known and used by a population. It still represents a valid sample of words that can be a useful guide in writing beginning reading materials, in constructing reading tests, and in checking the readability levels of books and tests. Indeed, perhaps the most important product of this investigation may be also the simplest to obtain, namely, that subset of oral vocabulary that is common to most of the informants.

In the process of this investigation, a corpus of 263, 727 running

words was gathered. These were tabulated and printed out in two forms: in alphabetical order and in order of descending frequency and range.

The principal purpose of the investigation was to produce workable word lists from the corpus of speech of adult black illiterates. However, the population included in this study may itself consist of subgroups which are sufficiently dissimilar so that the vocabulary obtained may not be appropriate for the various subgroups. For this additional reason, this study attempted to answer several questions, within the limitations of the sample and the conditions of the investigation:

1. Is there a significant difference in the spontaneous spoken vocabulary of adult black illiterates obtained from two different geographic areas, specifically Buffalo and Chicago?
2. Is there a significant difference in vocabulary due to age of the informants?
3. Is there a significant difference in vocabulary due to the sex of the informants?
4. Is there a significant difference in vocabulary due to a change in stimuli?

An additional factor that must be considered in the collection of oral vocabulary by interview, as compared with printed vocabulary, is the effect of the interviewers on the informants. It was a further purpose of this research to examine the following questions:

5. Is there a significant difference in vocabulary due to the race of the interviewer?
6. Is there a significant difference in vocabulary due to the sex of the interviewer?

#### Definition of Terms

Illiterate. Although definitions vary in different situations, for the purposes of this study an illiterate is an adult who is reading at less than a fourth grade level, as measured by the standardized reading test used in the school in which he is enrolled.

Functional illiterate. Definitions also vary in this category, with reading levels or grades completed in school as the criterion. For practical reasons, in this study the term functional illiterate is used according to the definition given in the source quoted.

ABE. The initials stand for Adult Basic Education, which is frequently used to refer to education up through eighth grade. In this study ABE will be used to refer to the beginning levels of instruction, corresponding to the first, second, and third levels in difficulty.

Corpus. The body of 263,727 words obtained in conversations with

128 informants. These words were transcribed verbatim as recorded on tapes.

Word type. This term refers to a set of distinct words which have the same spelling. No attempt was made to differentiate according to meaning. Inflected forms and contractions, since they are spelled differently, are considered word types and are listed separately.

Frequency. This refers to the total number of times each word type was used in the complete corpus.

Range. This refers to the number out of the total group or of a subgroup of the 128 informants who used a word type at least once.

## Chapter II: Survey of the Literature and Research

This chapter will present further documentation of the extent of illiteracy in the United States and of some of the problems involved in its reduction. This will be followed by a discussion of some of the characteristics of disadvantaged learners. A review of the research related to the role of linguistics, word lists and reading difficulty, and spoken language studies will conclude the chapter. From the extensive literature available on these various topics, only the most pertinent were chosen for inclusion.

### The Problem of Illiteracy

It is surely self-evident that a community in which everyone can read and write--whether or not it has a developed educational system--is in far better condition to maintain itself and improve its position in the circumstances of the modern world than a community in which only a limited number of people are literate.

Jeffries wrote these words in 1967, referring to illiteracy primarily as a problem with which underdeveloped countries needed the assistance of the developed western world. He quoted the UNESCO report of 1963 entitled World Campaign for Universal Literacy:

Free and compulsory education for children must be established everywhere so that the world should not be "continuously flooded with new waves of illiterates"; but there must at the same time be a large-scale adult literacy campaign. Each operation was essential for the success of the other. (1967:73)

This report expresses the commonly held belief that universal education would result in general literacy. This belief would appear to be substantiated by the results of a survey published by UNESCO the following year. Of the eighty-eight countries that provided the requested information, twenty-five stated that there was no longer an illiteracy problem within their adult populations.

From explanations given in certain replies we learn that the countries which have no literacy problem are those in which education was made compulsory and placed within the reach of every child so long ago that the very source of illiteracy has dried up. Certain centres of isolated cases of illiteracy may remain but there are ways of finding these and dealing with them (military services, penitentiaries, or re-education centres). (1964:xv)

The United States was cited as one of the group of twenty-five that

no longer has an illiteracy problem. However, as the census data cited in Chapter I indicates, the problem of illiteracy in this country not only exists, but is increasing. The assumption that universal education necessarily results in universal literacy appears unjustified.

The discovery of a widespread literacy problem in the United States was precipitated by World War II and its great need for military manpower. Goldberg (1951) quotes the Director of Selective Service, who assumed "that American education was so general that surely there were no persons who had not attained the equivalent of a fourth-grade education" (p. 11). However, in 1941 there were 60,000 illiterates already in the Army and 200,000 more men in the country who had been rejected solely on the basis of illiteracy.

A more comprehensive picture of the scope of the illiteracy problem is provided by census figures. In 1940 and 1960 more than ten million adults twenty-four years and older had less than five years of schooling. Interest in the problems of illiteracy began to grow in the sixties in conjunction with concern with poverty programs and with the problems of educating the culturally and economically disadvantaged. Educators added adult illiteracy to their list of special problems in reading education. In "Reading Instruction 1967" Sheldon stated:

The problem of illiteracy in the United States is enormous. It is estimated that there are more than eleven million male adolescent and adult illiterates, and five hundred thousand semi-literate individuals leave the schools each year. (p. 272)

The latest estimates of the extent of adult illiteracy were given by the U.S. Office of Education in 1970 (Venn, 1970) when the Right to Read for all Americans was affirmed. The figure has grown to twenty-four million functionally illiterate Americans. The inclusion of young adults between eighteen and twenty-five results in a more realistic and more alarming figure.

#### Problems in Literacy Education

The Army training of illiterates is described by Witty (1965) as the largest and most successful program to bring illiterates up to fourth grade reading level. He considers the use of functional materials and methods to be one of the significant factors in the success of the program, which graduated more than 250,000 men from its training units.

The preparation of the basic readers, supplementary reading, and audio-visual materials is described by Goldberg (1951). The readers were based on a graded easy vocabulary recommended for adults plus an Army utility vocabulary and were carefully planned to increase the vocabulary load gradually. It must be added that factors other than specially appropriate instructional materials and methodology contributed to the success of the program. The youth and motivation of the men, their full-time involvement in the program, and the availability of qualified instructors were facilitating factors seldom found in combination in

civilian ABE programs.

As early as 1930, Gray recognized the importance of creating beginning reading materials related to the needs and interests of adults. In the monograph he later wrote for UNESCO, The Teaching of Reading and Writing (1956), Gray set as the goal for beginning readers the ability to read independently and with understanding any material limited in vocabulary to the 300 words most frequently used in daily conversation.

Brown and Newman (1968) included an interest inventory in their ABE study and made the following recommendations based on the data obtained and on evaluation of the effectiveness of the various types of supplementary materials used:

Schools must provide materials and experiences having utilitarian value in order that students may feel their time investment worthwhile. Literacy materials must respond to the reasons the subjects have given for wanting to learn to read: to get more education, to get a job, to learn special skills, to be able to read the newspaper or the Bible. In other words, reading should have immediate value for them. (p. 97)

In a review of twenty-four ABE programs, Anderson and Niemi (1969) also asserted that disadvantaged adults require functional educational materials that are applicable to their situations.

Textbooks and similar instructional materials will need to be constructed out of the experiences shared in the poverty sub-culture so that they are immediately relevant and practical as solutions to familiar problems. (p. 69)

They also stated that

...the language of the sub-culture differs from that of the primary culture...consequently, in order to insure that the desired meaning is conveyed, it is necessary to determine the vocabulary appropriate to the sub-culture. (p. 63)

In addition to the need for instructional materials that satisfy adult needs and interests, there is a corresponding need for standardized adult reading tests. Anderson and Niemi (1969) found that the tests used in the ABE programs they reviewed were almost exclusively developed for and standardized with middle-class children. Brown (1970) pointed out that using children's tests with adults

...tends to provide invalid results...Most of the standardized tests in use at the present time are built on the vocabulary and concepts contained in basal readers and, naturally, do not attempt to measure much of the vocabulary and concepts of adult-oriented programs. (p. 157)

Otto, Ford, and Nicholson (1966) indicated that reading tests based on adult reading needs are needed not only for evaluation purposes, but also

to facilitate appropriate placement in ABE programs.

### The Disadvantaged Learner

The decade of the sixties produced a growing concern and body of literature related to the problems of urban education. Riessman (1962) indicated that one out of three students in the schools of our large cities could be described as disadvantaged. The cultural deprivation of disadvantaged learners results in what is variously described as paucity of concepts, restricted or impoverished use of language, or verbal destitution (Ausubel, 1965; Deutsch, 1964; Edwards, 1969; Havighurst, 1964; Newton, 1960). Most of the studies are concerned with the effects of socio-economic deprivation on children and adolescents. However, the family and the neighborhood community are cited as providing the most influential and restricted verbal models.

The role of parents was described by Liddle and Rockwell (1964) as crucial in children's language development. Olim (1970) further reasoned that maternal language style is a variable that affects children's cognitive development.

From significant adults in his environment, the child learns what is important for him to attend to; how to give order, structure and meaning to the relevant environmental stimuli; and how to process, both directly and representationally (symbolically), the information he attends to. The mother's first words, when she shows her child objects and names them, have a decisive influence on the formation of the child's mental processes. (p. 247)

Literate parents have the facility to be supportive of the efforts of the schools to improve the language and reading skills of their children. Brown and Newman (1968) found that the need and desire to help their children and grandchildren was one of the reasons frequently given for attending ABE classes. In fact, Labov and Robins (1969) concluded from their study of adolescent boys and adults in Harlem that the adult Negro community is almost unanimous in its desire for correct speech and language development.

### The Contribution of Linguistics

The concept that black children might not be deficient in language development, but instead have a different language system is the thesis advanced by a growing number of sociolinguists. Whether this language system is referred to as a nonstandard dialect, Black English, non-standard Negro English, or 'Merican, it is the language the child learned in his home and community. Goodman (1965) states that "all dialects are equally adequate for the needs of the subculture of which they are a part" (p. 854).

In response to the widely held belief that disadvantaged children have limited vocabularies, Shuy (1970) wrote:

Yet, nothing in the current research of sociolinguists

supports this idea. Several different reasons can be given for the rise of the notion that children in disadvantaged homes have limited vocabularies. It may be that the investigators proved to be such a cultural barrier to the informants that they were too frightened and awed to talk freely, or that the investigators simply asked the wrong questions or that the interviewee's life-style simply requires a different lexicon. (p. 122)

The examination of American dialects was of major interest to linguists when Kurath directed the gathering of data for the Linguistic Atlas of New England (1943). The emphasis of the Linguistic Atlas project was to account for linguistic variation, particularly in lexicon, in terms of historical settlement of the geographic areas of the country. Informants were divided into three social groups and two age groups (old in contrast to middle-aged and below) (Kurath, 1939:44). However, the research design and sampling methods used were criticized by sociologists for errors in reliability and validity.

Labov's (1966) study of the social stratification of English in New York City was the first to apply sociological procedures to the measurement of phonological variables. Shuy, Wolfram, and Riley (1967) in their study of recorded Detroit speech extended their sociolinguistic investigation to include grammatical variables. Wolfram (1969) selected from the Detroit study a sample of Negro informants evenly distributed in four social classes. In addition, his investigation expanded the number of phonological and grammatical variables, but restricted them to variables applicable only to the Negro community.

Prior to Wolfram's study of Detroit Negro speech, there were other systematic analyses of the phonology and syntax of nonstandard Negro English. Dialectologists (Kurath, 1949; McDavid, 1965) had indicated that the American Negro, for the most part, spoke the language of the white men of his area and of his level of education. This point of view has been challenged by Creole specialists (Stewart, 1964; Bailey, 1965) who maintained that "present-day Negro dialects are derived, not from British dialects as dialectologists have assumed, but from a Creole variety of English which was spoken by the earliest slaves" (Wolfram, 1969:11). Wolfram concluded that traditional dialectologists are looking at the similarities between nonstandard Negro dialects and white dialects, while Creole specialists are concerned with the differences.

The sociolinguistics who are not particularly interested in the historical origins of nonstandard Negro dialects have been engaged in a systematic description of these dialects. The previously cited works of Labov, Shuy, and Wolfram and other research being done at the Center for Applied Linguistics in Washington, D.C. (Loman, 1967) have accumulated a substantial body of information concerning the phonological and grammatical structure of nonstandard Negro English.

During the period of time that the descriptive sociolinguists have been active, little research has been concerned with the lexicon of American Negroes. Shuy (1970) suggested in an earlier citation that disadvantaged children may have a different vocabulary rather than a

limited vocabulary. Research by Foster (1966) indicated that black disadvantaged adolescents frequently use a "cant" or vocabulary which is different from standard English. He stated that there are situations in which cant may be the only way they can express themselves. The only recent study of the speech of adult Negroes to include some lexical information was done in Chicago by Pederson (1964). However, his main purpose was to describe the phonology of his population sample.

The stated purpose of Loman's (1967) study of the speech of a group of black school children in the District of Columbia was to produce "scientific information on which a sound approach to the teaching of Standard English to these children can ultimately be based" (p. ix). Others (Baratz, 1969; Stewart, 1969; Fickett, 1970) were concerned with the use of beginning reading materials written in the dialect of the disadvantaged children. Goodman (1965) believed that dialect-based materials may be impractical, and Labov (1970) saw "no reason to believe that any nonstandard vernacular is in itself an obstacle to learning. The chief problem is ignorance of language on the part of all concerned" (p. 187).

#### Word Lists and Reading Difficulty

The vocabulary in a reading selection is the most important factor in determining the level of difficulty of the selection. In his study of the development of readability formulas, Klare (1963) stated that the "word" is the most important factor in predicting readability and "accounts for the greatest amount of variance in available factor analyses of readability elements" (p. 165). The vocabulary load may be estimated by a syllable count, but the most reliable formulas for lower level reading materials rely on the use of a word list to determine the number of difficult words in the selection. Although Flesch (1948) developed the most frequently used formula that is based on syllable counts, he stated that at the lowest levels reading comprehension depends largely on the decoding and understanding of individual words.

The first, and probably most influential, word list was compiled by Thorndike (1921) from frequency counts of literature. He also included a value for range based on the number of different sources in which the word occurred. This volume was followed by extensions in 1932 and in 1944 in collaboration with Lorge. A recent counterpart of Thorndike's lists is The Standard Corpus of Present-Day Edited American English, a computer-processed corpus of language texts assembled at Brown University during 1963-64 (Kucera and Francis, 1967). Other notable lists compiled from varying sources include Horn's A Basic Writing Vocabulary (1926), derived from personal and business correspondence; the International Kindergarten Union's A Study of the Vocabulary of Children before Entering the First Grade (1928); Buckingham and Dolch's free association study of children's vocabulary combined with ten other word counts for A Combined Word List (1936); Rinsland's The Vocabulary of Elementary School Children of the United States (1945), collected from school children's written work and the speech of first graders; Dale's Easy Word List (1943), composed of about 3,000 words known by fourth-grade children; and Voelker's The One-Thousand Most Frequent Spoken Words (1942), from speeches given by high school and college students.

Dale (1965) saw a need for future research in special vocabularies in various fields, with more studies of spoken vocabularies and major emphasis on the disadvantaged. He still believed that word control is needed in preparing materials of instruction. The present study, which is designed to produce a list of the most frequently used words of adult black illiterates, meets all three of Dale's criteria. There have been no research studies that could provide a list of words that would be part of the meaning vocabulary of adult black illiterates, as indicated by the frequency of occurrence in their speech.

The two known lists that were designed to serve the needs of illiterate adults are useful for their stated purposes. Mastery of the Mitzel list, which was compiled from reading material adults should be able to read, "would be equivalent to being considered literate" (1966: 69). The Laubach Streamlined English Combined Word List (1960) was also based on a frequency list, in this case the Thorndike-Lorge list of the 1,000 most used words. In addition, the list included 700 additional words found useful in writing on non-technical subjects.

The Mitzel and Laubach lists represent vocabulary that adults need to know, whereas the list obtained from the present research study\* represents words that adult illiterates already know, at least in their speaking vocabulary. The ability to associate the printed version of these words with the already known spoken sounds of the words should bring the ABE student to the place where he can benefit from graded materials utilizing all three lists.

#### Spoken Language Studies

Methods used in compiling lists of spoken language have changed considerably since the International Kindergarten Union (1928) collected its data. Its stated purpose was to compile a list of words whose meaning children know before entering first grade and that could be used in beginning reading. Conversations in the kindergarten and at home were recorded verbatim, and a set of questions were used to stimulate children's reactions to pictures. The occurrence of each word was tabulated, including inflected forms and contractions.

Voelker (1942) was concerned with pronunciation drills for speech classes of adolescents. From a corpus of 100,000 running words in creative speech making, he obtained a list of the 1,000 most frequent spoken words of older adolescents. He drew his data from four previous studies: 3,756 running words of speeches of high school seniors describing a biblical picture; 40,289 running words of college seniors speaking on a subject of their own choice; 23,856 running words in speeches of college freshmen on the subject, "Many Hands Make Light Work"; and 31,499 running words of college freshmen on subjects of their own choice.

The availability of tape recorders for obtaining spoken data and

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\*The vocabulary list obtained from this study will be referred to hereafter as the Stein list.

of computers for analyzing the data made possible more extensive and more accurate studies of spoken vocabularies. Foreign language word studies for the purpose of improving second-language teaching have been described by Pfeffer (1964). Francois Fondamental (1959) used spoken language for half of its corpus. The spoken vocabulary was derived from 275 interviews of about ten minutes each, yielding 321,135 running words. Pfeffer's spoken German word list (1964) was obtained from 401 interviews of twelve minutes duration that resulted in over 595,000 running words. The complexity of the German sentence and diversity of German dialects were the reasons given for using so large a number of informants.

Howes (1966) constructed a word count of spoken English for use in experimental studies of the language process. His list of word frequencies was obtained from a corpus of 250,000 words of recorded interviews with college students and hospital patients. The corpus is composed of fifty interviews of 5,000 words each. Of the subjects, twenty were students, twenty were hospital patients (free of cerebral defects or acute diseases), and one was a patient who was interviewed ten times to evaluate the stability of word-frequency data for a single person. The tables provide three frequencies for each word: the total number of occurrences for the complete corpus, the frequency in the 100,000 sample from student interviews, and the frequency on the 100,000 sample from hospital patients. The 50,000 words obtained from a single subject are not listed separately, but are included in the total tabulation of the complete corpus.

The subjects were encouraged to talk about any subject but usually had to be started by a general question, such as, "Tell me what brought you to the hospital," or "Tell me about the field you're majoring in." The interviewer tried to say as little as possible while keeping the conversation going.

Verbatim transcriptions into standard English orthography were made from the tape recordings with Webster's Third International Dictionary used as reference. Standard contractions were listed as spoken, but not included were "elisions natural to English speech, such as 'gonna' for 'going to' (except in rare instances where these were deliberately pronounced as dialect)" (p. 574). Neologisms were transcribed as pronounced.

The purposes of the Shuy, Wolfram, and Riley (1967) research on the social stratification of Detroit dialect, as well as Wolfram's (1969) subsequent use of portions of the same data, have been described earlier in this chapter. The research design and methodology employed in the study were described in considerable detail in a later volume by Shuy, Wolfram, and Riley (1968).

To contrast the speech of the so-called disadvantaged with that of the more socio-economically successful, the study established a research design which had the following requirements:

- (1) Randomly selecting approximately 700 Detroit residents, newcomers and natives, of four major age groups from an enumerated population provid-

- ing as few biases as possible.
- (2) Interviewing all of these randomly selected people with a standard questionnaire which yielded at least three styles of speech:
    - (a) Conversational (largely narrative and descriptive) style.
    - (b) Single response style. (Short answer responses to questions designed to elicit short answers).
    - (c) Reading style.
  - (3) Securing background information about each informant (sex, race, age, birthplace, amount of education, etc.) which enables the research to correlate speech with social stratification.
  - (4) Analyzing linguistic data and correlating it with sociological information. (p. 3)

The single response section of the questionnaire was phonetically transcribed by the fieldworkers for the linguistic variable correlation study. In addition, the conversational portions of certain tapes were selected for typewritten transcription into normal English orthography. These could be used for future grammatical and phonological analysis, in conjunction with the tape recordings.

The design and techniques of the Detroit language study, although encompassing techniques of phonetic transcription that were not applicable to the present study, proved to be a valuable reference in the design of this study. Methodology of the Howes study was also helpful. Effort was made in the design and procedures in the present research to eliminate practices and premises that appeared to be responsible for certain shortcomings in other vocabulary studies. It is hoped that the adult black spoken vocabulary obtained from this research will contribute to the substantial elimination of adult illiteracy.

In summary, word lists have been prepared from many sources and for many reasons. They have been based on printed materials, written correspondence, spoken vocabularies of selected populations, and combinations of these. The corpora range from moderate to extensive, and the sampling plans from well designed to haphazard. For the most part analysis has been in terms of relative frequencies, with the exception of the Thorndike and Brown University studies. In these studies, in addition to frequency counts, the range of occurrence in the sources used was also analyzed.

In conclusion, there was no indication in the survey of the literature that the vocabulary of the specific population of concern, namely adult black illiterates, has been previously studied.

### Chapter III: Methods and Procedures

Following a description of the population sample, the methods and procedures of the research are outlined. This includes the gathering of the data, preparation of data for computer sorting and tabulation, and planned analysis of the data.

#### The Population Sample

The study was designed to obtain a list of words most frequently used in conversation by a group of adults who could be considered representative of black illiterates attending basic literacy classes in large urban centers. It was decided to obtain a body of 250,000 words. In his study of adult spoken English described in Chapter II, Howes (1966) derived his tables of word frequencies from a corpus of 250,000 words recorded in interviews with forty-one informants.

A small pilot study indicated that about 2,000 words could be tape recorded in fifteen to twenty minutes, and it was decided that this would be an optimum length of time for the average subject. One hundred twenty-eight interviews of that duration would probably produce the planned 250,000 words and would encompass a broader population sample than was used in the Howes study. In actual practice, there were some informants who did not maintain free-flowing conversation long enough to provide 2,000 words. In a few cases only about 1,200 words were recorded. Other subjects were much more loquacious, the longest interview running for about 5,000 words. However, most interviews were about 2,000 words as anticipated, and the total corpus produced was 263,727 running words.

Half of the interviews were obtained in Buffalo, New York, and the other half in Chicago, Illinois. There is some disagreement among scholars regarding the effect of geographic area on the lexicon. Linguists who have been involved in compiling the Linguistic Atlas have investigated the variations of lexical items that prevailed in different geographic areas. Migration to large urban areas in the past few decades, however, may have affected the historical geographic speech characteristics. Whether the migration patterns of Negroes from the South have resulted in differences in vocabulary in widely separated northern cities was a question that seemed important to this study. If there were significant differences in the language data obtained in the two cities, it would indicate that a combined list might be inappropriate. In the fall of 1969, Shuy, whose research has ranged from linguistic atlas-type studies to linguistic analysis of urban language, expressed the opinion that there is no significant difference in adult black vocabulary between the large urban centers of the North. Within the limits of this study, an attempt will be made to answer the question, at least for Buffalo and Chicago.

Background information obtained from the informants included place

of birth and length of residence in either Buffalo or Chicago. Table 1 lists the birthplaces separately for each city. All but nine of the Chicago informants came from the South, with more than half from Mississippi. Eight of the Chicagoans were born and lived all their lives in Illinois. None of the Buffalo sample was born in New York State, and all but two came from the South, with thirty-nine from the Southeast. Thus 87 percent of the Chicago sample was born in the South and 94 percent of the Buffalo sample. This is consistent with the results of the Brown and Newman study (1968) which reported that 89 percent of the Buffalo sample came from the South.

Table 1  
Birthplace of Population Sample

| Birthplace           | Chicago | Buffalo |
|----------------------|---------|---------|
| Alabama              | 3       | 9       |
| Arkansas             | 10      | -       |
| District of Columbia | -       | 1       |
| Florida              | -       | 4       |
| Georgia              | 3       | 9       |
| Illinois             | 8       | -       |
| Indiana              | -       | 1       |
| Louisiana            | 1       | 3       |
| Mississippi          | 36      | 7       |
| Missouri             | -       | 1       |
| North Carolina       | -       | 5       |
| Republic of Panama   | 1       | -       |
| Pennsylvania         | -       | 1       |
| South Carolina       | -       | 17      |
| Tennessee            | 1       | 3       |
| Texas                | 1       | -       |
| Virginia             | -       | 3       |
| N                    | 64      | 64      |

The number of years the informants have lived in the respective cities is given in Table 2.

Although a few subjects in the sample population have lived in their present city for as short a time as one year, the median length of residence is fifteen years for both cities. This corresponds closely to the findings in the Brown and Newman study, in which seventeen years was the average that the subjects had lived in Buffalo.

Within each city the informants were selected from adult basic education classes and were all Negro native speakers of English who were reading below a fourth grade level. The reading levels ranged from 1.2 to 3.9 as measured by the standardized reading tests administered to

each student when he enrolled during the school year of 1969-70. In Buffalo, the Stanford Achievement Test (SAT), Primary I and II, were used to measure level of reading ability. In Chicago, the Adult Basic Learning Examination (ABLE) Level I was used in addition to the SAT.

Table 2  
Number of Years Lived in Present City

| Number of<br>Years | Chicago |        | Buffalo |        |
|--------------------|---------|--------|---------|--------|
|                    | Male    | Female | Male    | Female |
| Median             | 19      | 13     | 19      | 14     |
| Minimum            | 5       | 1      | 6       | 1      |
| Maximum            | 41      | 30     | 45      | 45     |

Interviews were obtained in Buffalo from students enrolled in evening programs at Schools #53, #41, and Woodlawn Junior High and in daytime programs at School #6 and the Work Incentive Program at the Manpower Center. In Chicago the informants were enrolled in daytime programs at the Jackson Adult Education Center and the Doolittle Family Education Center, in both day and evening programs at Hilliard Adult Education Center, and in the evening program at the Medgar Evers School in East Chicago Heights. Arrangements to conduct the interviews had been made with the Assistant Superintendent of the Department of Education Extension of the Chicago Board of Education, the Director of Adult Education of the Buffalo Board of Education, and the principal of the Medgar Evers School in East Chicago Heights.

The original plan had been to obtain an even distribution of informants above and below the age of thirty-five. Labov and Robins (1970) and Foster (1966) have demonstrated considerable differences in the language of adolescents and adults. Pederson (1964) found that informants over forty sometimes used old-fashioned forms of the lexicon. It is generally accepted that children's and adolescents' vocabulary and reading interests differ from adults'. Therefore, it would seem reasonable to question whether reading materials prepared for young adults would be suitable for students past middle age. Within the limits of the sample, and defining age thirty-five as the beginning of middle age, this study will attempt to answer the question of whether there is a significant difference in vocabulary due to age.

The study was also designed to compare the speech of men and women. Differences in interests might be reflected in differences of vocabulary, and this study will attempt, within the limits of the research, to determine whether sex differences are significant.

Unfortunately, the availability of students affected the age and sex distribution of the sample. The figures in Table 3 reflect the distribution in enrollment in the schools. Generally, there are more women enrolled than men and more people over thirty-five than under. The one exception is the age distribution of the Chicago women. The inclusion of twice as many younger women as older reflects the cooperation between the Department of Education Extension and Aid to Dependent Children. The Family Education Centers provide for child day care and preschool programs while young mothers attend classes.

Table 3  
Distribution of Age and Sex in the Sample

|      | Chicago |        | Buffalo |        |
|------|---------|--------|---------|--------|
| Age  | Male    | Female | Male    | Female |
| ≤ 35 | 7       | 30     | 2       | 12     |
| > 35 | 11      | 16     | 19      | 31     |

Thus it can be seen that there were thirty-nine male informants and eighty-nine females, and of the total fifty-one were thirty-five or younger and seventy-seven were over thirty-five.

The other two variables examined, sex and race of interviewers, were controlled. One fourth of the total number of interviews was to be obtained by each of the following: black woman, black man, white woman, and white man. After a while, it became clear that the two male interviewers would not be able to complete their quotas of thirty-two interviews each because of other demands on their time. Two other qualified men were selected and trained to complete the interviewing. The original design for obtaining the interviews was maintained, as shown in Table 4.

Table 4  
Number of Interviews Obtained According  
to Race and Sex of Interviewers

|         | Black<br>Man (2) | White<br>Man (2) | Black<br>Woman | White<br>Woman |
|---------|------------------|------------------|----------------|----------------|
| Chicago | 16               | 16 (13 + 3)      | 16             | 16             |
| Buffalo | 16 (2 + 14)      | 16 (3 + 13)      | 16             | 16             |

### Interviewing Procedures and Materials

The interviewing procedure by which the corpus was gathered was designed to obtain a free flow of speech with as little constraint as possible upon the subjects. Questions and other stimuli were planned to be as neutral as possible since it was considered important to avoid forcing the use of any specific words. It was also considered important to the design of the study to keep the stimuli as uniform as possible. To this end, all the interviewers participated in orientation meetings in which they discussed and practiced the presentation of the stimuli and the operation of the tape recorders.

The use of pictures as stimuli for storytelling is a frequently used and effective means of eliciting speech. Bellak (1964) and Loban (1963) used pictures to collect samples of spoken language in their studies with children. For this study, fourteen pictures of the Thompson Modification (1949) of the Thematic Apperception Test were used. The Thompson version uses Negro figures in a series of pictures instead of the pictures with white figures in the original Murray edition (1943). In addition to the use of picture stimuli, several general questions (to be presented later) were asked. The specific procedures to be followed during the tape-recorded interviews were listed on a card included in each interviewer's portfolio.

The team of interviewers, two to four at any given time, met at a school where an appointment had been arranged. The principal of the school had previously been informed of the purpose and general procedure of the interviews and of the need of a separate room for each interviewer. Generally, the interviewers were escorted to a classroom where they were introduced to the class. The principal investigator, who was also the white woman interviewer, and one of the black male interviewers alternated in explaining the purpose of the interviews. It was emphasized that there was no testing involved and that many language samples were being collected in Buffalo and Chicago schools for the purpose of producing better, more interesting books for adult beginning readers. The cooperation of the students was encouraged, but it was made clear that their participation was completely voluntary. Generally, the first subject in each room returned after his interview to encourage other students to participate since "It was fun," or "I enjoyed talking." The fact that the subject was able to listen to a playback of a portion of his interview was an important incentive.

As the interviewer and his informant walked to their assigned room, they talked about the research study or the student. By the time they were ready to settle down for the actual interview, rapport generally had been established. This warm-up period usually extended into the time that the Informant Data Sheet was being completed. During this time the informant was able to talk about himself in regard to his birthplace, his parents, his length of residence in his present city, and the kinds of jobs he had held, if any.

The interviewer then introduced the pictures by giving the instructions on the Procedure Card. The instructions were adapted from Thompson's (1949) Manual for Thematic Apperception Test.

I have some pictures that I am going to show you, and for each picture I want you to make up a story. Tell what has happened before and what is happening now. Say what the people are feeling and thinking and how it will come out. You can make up any kind of story you please. Do you understand? Well, then, here is the first picture.

In the pilot study, some of the informants gave two or three sentence descriptions of each picture. It was decided that the interviewer would follow the above instructions by saying, "For example, look at this picture," and then giving two different stories that could apply to the picture. "You see, there are many possible stories that can be told about a picture. There is no right or wrong story. Now, you tell a story about this next one." All the interviewers used the same picture for demonstration purposes and then placed the picture at the bottom of the pile, to be presented last to the subject. (See Appendix A for a description of the pictures used.)

The subjects were encouraged to expand their stories, if necessary, by the interviewer asking nonleading questions based on the informant's own remarks rather than by introducing any new concepts or vocabulary. During orientation the interviewers were instructed to use nonintrusive but supportive comments such as "that's right," "I understand," "yes," "go on," "I see," etc. To guard against the inclusion of inadvertently suggested vocabulary, as well as to insure the accuracy of transcription of the tapes, the principal investigator proofread each typewritten transcription against the original tape recording. In a few cases sentences were deleted when it was clear that the interviewer's use of specific words apparently prompted the informant to repeat those words.

Although the study was designed to have all the informants describe all fourteen pictures, this was not completely accomplished. Occasionally a subject stated that he could not tell a story about a specific picture. In addition, there were a few cases in which the storytelling appeared to be so difficult for the informant that the interviewer decided to go on to the questions rather than destroy the rapport.

When the storytelling was completed, the interviewers proceeded to ask the following questions:

- 1) What would you like to do in life? (Perhaps relate this to the kinds of jobs the informant has previously held.)
- 2) If you helped to do the planning in running the government, what would you do? Alternate version: If you could advise the President or the Governor on what he could do to make things better for people, what would you tell him? (If this question seems too vague to elicit a response, suggest the areas of poor people, education, and employment.)
- 3) This school seems to have an interesting program. How did you find out about it?
- 4) What are your favorite TV programs? What do you like

about TV? What don't you like?

In many cases informants were able to give descriptions of pictures that were sufficiently detailed to provide a ten-minute language sample. The questions provided a further opportunity for free-flowing speech for those informants who were not good storytellers. An advantage of using the two sets of stimuli was that more than one style of discourse was obtained. In most but not all cases, the recorded speech tended to be more formal than casual, and this tended to be more true for the pictures than for the questions. This seems to reflect a style appropriate to the student-teacher relationship rather than an in-group style of speech. Shuy, Wolfram, and Riley (1968) had a similar experience in the Detroit study. "It is, nevertheless, one of the most important styles of speech used by Americans, for it is this style in which they make their moves up (or down) the social scale" (p. 28).

Several months after the initial interviewing was completed, a sample of ten subjects of the original sixty-four in Buffalo was used to test the effect of changing the stimuli. The subjects were seen by the same interviewers who worked with them in the original data gathering. Three men and four women were questioned by one of the male black interviewers and three women by the white woman interviewer. Thus, for this additional sample all the conditions were the same as in the first setting, except for the stimulus questions.

The questions used to obtain the second sample were as follows:

- 1) How do you feel about young people today? The way they look and dress? The situation in schools? The 18-year-old vote?
- 2) What is your opinion about the president?
- 3) How would you feel about having a black president?
- 4) How would you feel about having a woman president?

For the most part, the informants appeared pleased that they were participating in a study whose ultimate goal would be of benefit to themselves. In addition, it seemed to be a satisfying experience for them to be asked to express opinions about important issues. Perhaps even more unusual was the fact that their suggestions were listened to sympathetically and tape recorded for the record.

#### Preparation of Data for Computer Processing

Each interview was transcribed verbatim from the tape recording into standard English orthography with Webster's Seventh New Collegiate Dictionary used as reference. However, words were not changed to conform to the rules of standard English grammar. Inflected forms and contractions were transcribed as they occurred and were tabulated as separate word types. Certain elisions, such as "gonna," "kinda," and to a lesser degree "lessen" for "unless," were used frequently and were transcribed as pronounced. Neologisms not found in Webster's were also transcribed as pronounced; and special allomorphs, such as "uhhuh" for

"yes" and "uhuh" for "no" were tabulated. All numbers were written as words, and acronyms such as WIN (Work Incentive) were spelled as pronounced, without periods. Place names and personal names, if slightly mispronounced, were spelled correctly.

The transcribers were Negro graduate students, except for two white transcribers, who were familiar with, and auditorially sensitive to, the black dialect. The transcriptions were made with great care to insure accuracy. When the transcriber was in doubt about some words or sentences, he consulted with the interviewer for assistance with that part of the tape. Any sections that could not be understood were then omitted from the transcription. As a further check for accuracy, the project director proofread each typewritten transcription against the tape recording.

The transcriptions were then typed into the Administrative Terminal System (ATS) which was linked to an IBM Computer, System 360, Model 40. The interviews were stored in the computer on disk, and the ATS terminal also provided a printed copy. The ATS print-out was then proofread against the original typewritten transcriptions, and corrections were made on the computer disk. A corrected print-out was also run off.

Each interview was entered into the computer with identifiers for the five variables (geographic location, sex and age group of informant, sex and race of interviewer) which later were analyzed. All sentence punctuation was omitted in the ATS copy, since it was not needed for the word counts. Only internal word punctuation (apostrophes and hyphens) was included. The original typewritten transcription provides a punctuated permanent record of the interviews.

After final corrections were made on the 360 disk, the corpus was transferred to the CDC 6400 Computer. A Terminal Job Entry (TJE) sought out the data from the 360 via a Channel to Channel Adapter (CCA), thus allowing it to be written on 6400 tape. All further work was done on the 6400; and a computer program to sort, count, and print out the corpus in several formats was written.

#### Analysis of Data

The word lists were the major output of the study. One was printed in order of decreasing frequency, listing the word, its frequency, and its range. The other list was printed in alphabetical order also with frequency and range figures. At this time it should be noted that frequency alone in a spoken vocabulary count can be misleading. Frequency figures can be distorted by an informant's idiosyncratic speech habits, such as the habitual use of phrases as "you know" and "I mean." More meaningful information is gained from knowing how widely a word is used within the group of informants. For example, knowing that the word "praying" was used 167 times is not as interesting as knowing that sixty-six out of a total of 128 subjects used the word. In this example the sample range is sixty-six. In the analysis of the effect of the five sets of variables, the sample range figures were used rather than the frequencies.

The first one thousand word types of greatest sample range were printed in alphabetical order with range values for each of the thirty-two possible combinations of interview situations, which are termed "index classes." Each interview had been identified when put into the computer by a sequence of five numbers.

First number: sex of interviewer (1 = male, 2 = female)  
Second number: race of interviewer (1 = black, 2 = white)  
Third number: geographic area (1 = Buffalo, 2 = Chicago)  
Fourth number: sex of informant (1 = male, 2 = female)  
Fifth number: age group of informant (1 =  $\leq 35$ , 2 =  $> 35$ )

Thus the index class representing a female informant over thirty-five who had been interviewed in Buffalo by a male black interviewer would be 11122.\*

The index-class print-out made it possible to see the distribution of a word type for all thirty-two combinations of the five variables. In addition, the subtotals of each word type were given for each of the variables. The data were arranged in this way to facilitate the testing of the following null hypotheses:

H<sub>0</sub> 1: There is no difference in the spontaneous spoken vocabulary of adult black illiterates obtained in two different geographic areas, specifically Buffalo and Chicago.

H<sub>0</sub> 2: There is no difference in vocabulary due to age of informants.

H<sub>0</sub> 3: There is no difference due to sex of informants.

H<sub>0</sub> 4: There is no difference due to race of interviewer.

H<sub>0</sub> 5: There is no difference due to sex of interviewer.

H<sub>0</sub> 6: There is no difference due to change in stimuli.

The tests of the null hypotheses were conducted for the first one thousand word types. A computer program to obtain the chi-square values for the first five sets of variables was written to perform the equivalent of the following procedure. A 2 x 2 contingency table was set up for each combination word type and variable to be examined. For example, for the word "able," the hypothesis to be tested was, in this case, that there is no difference in the use of this word insofar as the sex of the informants is concerned. Then if the word was used by seventeen out of thirty-nine male informants and thirty-six out of eighty-nine female informants, the 2 x 2 table would be:\*\*

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\*In the print-out the index class identifier was written vertically to conserve space. See Appendix B.

\*\*The numbers in parentheses are expected frequencies.

|                                    | Male    | Female  |     |
|------------------------------------|---------|---------|-----|
| No. of informants using "able"     | 17 (16) | 36 (37) | 53  |
| No. of informants not using "able" | 22 (23) | 53 (52) | 75  |
|                                    | 39      | 89      | 128 |

To test the null hypothesis, the  $\chi^2$  test was used with one degree of freedom.

$$\chi^2 = \frac{(17-16)^2}{16} + \frac{(36-37)^2}{37} + \frac{(22-23)^2}{23} + \frac{(53-52)^2}{52} = .11$$

This is not significant (could be due to chance) since  $\chi^2 = 6.63$  for one degree of freedom at the .01 level.

For the  $\chi^2$  test to be valid, it is recommended that with one degree of freedom each cell should have an expected frequency of at least 5. Thus those word types with expected frequency less than 5 were not tested nor were word types used by all the informants.

For the sixth variable, additional chi-square values were obtained. To test for randomness of selection, the first one thousand word types of the original interviews with the sample of ten subjects were compared with the first one thousand word types of the full corpus. Then a chi-square comparison of the first one thousand word types of the original ten interviews was made with the first one thousand word types of the second set of ten interviews with the sample group.

In summary, 128 samples of free-flowing speech of adult black illiterates enrolled in basic literacy classes were tape recorded. From the verbatim transcriptions, word frequency lists were tabulated. The vocabulary lists were examined for the effect of geographical area, age and sex of informant, change in stimuli, and race and sex of interviewer. The list was also compared with the Laubach and Mitzel lists.

#### Chapter IV: Results and Analyses

In this chapter, the word list is analyzed to determine whether one list is suitable for all adult black illiterates represented by the sample population or whether separate lists would be more appropriate based on age, sex, or geographic area. As will be shown, the results obtained do not warrant separation of the lists. In addition, the list is examined for the effect of interviewer sex and race and of change in stimuli. Finally, the list is compared with two other word lists that are designed for use with adult illiterates.

##### Analysis of Word List

The major result of the study was the list of 5,238 different word types tabulated from the corpus of 263,727 words. The list is presented in a table in alphabetical order with frequency and sample range for each word. However, the 2,244 word types with a range of one, that is, those which were used by only one informant, are given separately at the end of the table. (See Appendix D.)

For the examination of the word list for the effect of the five variables of geographic area, age and sex of informants, and race and sex of interviewers, a special print-out to facilitate this operation was devised. The first one thousand word types of greatest sample range were printed in alphabetical order with range values for each of the thirty-two index classes. In addition, the subtotals of each word type were given for the five sets of variables. Appendix B is the first page of this table.

The subtotals given for the five sets of variables were used to obtain the chi-square values for each of the thousand words for each of the variables. The procedure was outlined on page 23 of Chapter III. Appendix C gives a sample page of the chi-square values. For fifty-two words no chi-squares were calculated. For these words, which were used by all or almost all the informants, the expected frequencies in two cells of the 2 x 2 table, namely those not using the word, were less than five. For the chi-square test to be valid, it is recommended that with one degree of freedom the expected frequencies should be at least five. (See page 24.) However, in all of these cases, since the sample ranges were either the maximum number or very close to it, common sense indicates that there is no significant difference due to any of the variables.

Of the total number of 5,000 possible chi-square values for the tested list of 1,000 word types, only 101 chi-squares exceeded 6.63, the critical value of chi-square at the level of .01 for one degree of freedom. Table 5 on page 26 gives these 101 word types; each is listed under the variable for which the chi-square test value exceeded 6.63.

For all the words except those in Table 5, the null hypotheses

were sustained for each of the five variables. For some of the words in the table, the differences can be explained. Checking the index range table, it can be seen that twenty-one Chicago informants used the name of their city at least once. It is not unexpected to find that only one Buffalo informant mentioned Chicago. The implications of this use of the word "Chicago" should help to clarify some of the limitations of a spoken vocabulary list.

Table 5  
Word Types/Variables for Which  $\chi^2 > 6.63$

| Geographic Area | Age of Informant | Sex of Informant | Race of Interviewer | Sex of Interviewer |
|-----------------|------------------|------------------|---------------------|--------------------|
| busy            | against          | actually         | behind              | as                 |
| Chicago         | ain't            | ago              | brother             | Christmas          |
| couch           | born             | area             | discussing          | country            |
| difference      | coat             | baseball         | evening             | drop               |
| guess           | daughter         | children         | found               | great              |
| hundred         | during           | drop             | hanging             | letter             |
| I'd             | give             | fellow           | kneeling            | lost               |
| it'd            | getting          | guy              | lamp                | math               |
| light           | great            | hospital         | movies              | pants              |
| listening       | hand             | hours            | nurses              | resting            |
| minute          | happen           | hundred          | patient             | sing               |
| sent            | happening        | I'm              | post                | support            |
| saying          | horse            | lights           | program             | themselves         |
| stomach         | I'm              | mother           | special             | travel             |
| tried           | ideas            | nights           | statue              | wash               |
| truth           | mind             | nurse            | wash                | winter             |
| we              | president        | otherwise        | watch               | worry              |
|                 | pretty           | possible         | worker              |                    |
|                 | probably         | sad              |                     |                    |
|                 | really           | soon             |                     |                    |
|                 | rent             | travel           |                     |                    |
|                 | seen             | turn             |                     |                    |
|                 | support          | whatever         |                     |                    |
|                 | thing            |                  |                     |                    |
|                 | tombstones       |                  |                     |                    |
|                 | where            |                  |                     |                    |
| N 17            | 26               | 23               | 18                  | 17                 |

Although only twenty-one Chicagoans used the name of their city, it cannot be assumed that the other forty-three do not know the word or could not use it correctly. Similarly, it cannot be assumed that only one Buffalonian knows the word "Chicago." The words that people use in their speech on any given occasion are only a sample of the words that they know and might use on other occasions.

According to the chi-square test, the sex of the informant makes a difference in the use of the words "baseball" and "nurse." Not unexpectedly, the index range table indicates that 20 percent of the male informants talked about baseball, while only 3 percent of the women mentioned baseball. The interest of many of the women informants in nursing as a possible career probably accounts for 45 percent of the women using the word "nurse" as against 18 percent of the men. However, it cannot be assumed that most women do not know the word "baseball" or that most men do not use the word "nurse." To go one step further, it would not seem necessary to exclude "nurse" from a list appropriate for use with men's reading material or to exclude "baseball" from a list appropriate for use with women's reading material.

The purpose in establishing the tests of the hypotheses of three of the variables was to see if it was necessary to develop separate word lists for subsets based on age, sex or geographic area. However, examination of the above table indicates that except for a few words most of the differences probably occurred due to chance alone. Indeed, on the average, 1 percent, or in this case, fifty of the chi-square tests would be expected to exceed the critical level even under the null hypotheses that no differences exist. On the conservative side, even if all 101 words in the table were considered to represent real differences, the numbers involved are still so small relative to the total corpus that it would be unreasonable to present separate word lists for each variable, differing only by the inclusion or exclusion of the words in Table 5. In summary, the first five null hypotheses are accepted for the total corpus.

The last hypothesis to be tested was concerned with the effect on vocabulary of changing the stimuli questions. The test for randomness of selection of the sample of ten subjects indicated that 4 percent of the chi-square tests exceeded 6.63, the critical value at the 1 percent level with one degree of freedom. Since 1 percent would appear by chance alone, 4 percent for the large number of tests would occur less than one time in ten thousand (using Poisson).

Thus it appears that the sample of ten has more than the expected number of significant chi-squares than if they were completely representative of the sample of 128, insofar as basic vocabulary is concerned. Indeed, this is another indication of the need for the larger sample of 128 in the basic study. However, this does not negate the value of comparing the effect of stimulus on the subset of ten. What it does indicate is that we can make no inference regarding the larger group of 128 subjects from the stimulus test conducted with the subset of ten subjects.

The effect of the change in stimuli on the subgroup of ten is clearly indicated. The corpus for the subgroup taken from the original study contained 1772 word types. The second and smaller corpus obtained with the new stimulus questions contained 1218 word types. Fifty percent, or 632 words, from the new list were not found in the original subgroup list. In addition, 65 percent of the words in the original subgroup list are not in the new subgroup list. Thus the sixth null hypothesis is rejected.

An examination of the two lists reveals that the stimulus does indeed

affect the vocabulary used to respond to questions and pictures. The new list for the subgroup contains such words as beards, flashy, hairstyles, sassing, and sloppy in response to questions about young people. The questions referring to the presidency produced such words as campaign, candidates, politicians, political, and ruler. An examination of the old subgroup list similarly reveals words that were elicited by the pictures and questions used in the original interviewing. In both cases, the words unique to either list have a lesser frequency than the words common to both lists.

A further comparison of the new subgroup list with the total list for 128 subjects revealed that 137 words, or 11 percent, from the new list were not found on the total list. This finding substantiates the earlier statement concerning the greater reliability and need for the large sample.

#### Comparison of Three Adult Word Lists

The Laubach (1960) word list and the Mitzel (1966) list were both designed to serve the needs of illiterate adults. The Laubach list is arranged in three parts: Part I consists of the first 500 most used words of the Thorndike-Lorge word count; Part II, of the second 500 most used words in the Thorndike-Lorge list; and Part III, of some 700 useful words. Each of the three parts is arranged alphabetically.

The Mitzel list is more extensive and is derived from many sources of printed language.\* It is divided into four parts: Part I contains approximately the 500 most basic words; Part II, the next most frequent 1,500 words; and Parts III and IV, the next two groups of 1,500 words. Again in this case, each of the four parts is arranged alphabetically.

Neither frequencies, ranges, nor rankings of any kind are given in either the Laubach or Mitzel list. Therefore they could only be compared to the Stein list on the basis of commonality of words in the list of the most used 500 and in the next most used group. Since Part II of the Mitzel list consists of 1,500 words, it was decided to use the combined Parts II and III of the Laubach list, which contain 1,200 words, as equivalents.

From the Stein list, one version of which presented the words in order of decreasing sample range,\*\* all words with a range of at least three were used for comparison with the Laubach and Mitzel lists. This Stein list contained 2,273 words types, of which 353 were plurals or inflected forms. Deducting these brings the total number of words, for

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\*See Chapter I, page 3.

\*\*The corpus was printed out in several different ways for ease of use in a variety of different purposes.

- 1) Total list of 5,238 word types in alphabetical order with corresponding figures for frequency and sample range.
- 2) Total list of 5,238 word types in order of decreasing frequency

purposes of comparison, to 1,919, which is close to the Laubach 1,700 and the Mitzel 2,000.

The first 500 words of all three lists were compared, in addition to the comparison of the larger lists. The number of Stein words found in the two parts of the Laubach and Mitzel lists are shown in Table 6.

Table 6  
Incidence of Stein Words in  
Laubach and Mitzel Lists

|          | L I | L II | L I<br>& II | M I | M II | M I<br>& II | M I<br>& L I | M I & II<br>L I & II |
|----------|-----|------|-------------|-----|------|-------------|--------------|----------------------|
| S I      | 302 | 81   | 383         | 203 | 172  | 375         | 190          | 357                  |
| S II     | 170 | 549  | 719         | 189 | 529  | 718         |              | 564                  |
| S I + II | 472 | 630  | 1102        | 392 | 701  | 1093        |              | 921                  |

Key: L I = first 500 Laubach words  
L II = next 1200 Laubach words  
M I = first 500 Mitzel words  
M II = next 1500 Mitzel words  
S I = first 500 Stein words  
S II = next 1400 Stein words

In comparing the three 500 word lists, it can be seen that 60 percent of the Stein 500 are found in the Laubach (Thorndike-Lorge) 500, whereas only 40 percent of the Stein 500 are in the Mitzel 500. When the combined Parts I and II of each of the three lists are compared, 58 percent of the Stein 1900 are found on the Laubach 1700. It also happens that 58 percent of the Stein 1900 are found on the Mitzel 2000. It is interesting to note, however, that these are not necessarily the same words. There is an overlap of 921 words, or 48 percent, of the same Stein words on both the Laubach and Mitzel lists. Thus it can be seen that 40 to 50 percent of the words used in this sample of speech of adult illiterates are not found in either the Laubach or Mitzel lists.

and sample range. The Stein 500 and Stein 1900 were obtained from this list.

3) The list of 1,000 words of greatest sample range with thirty-two index class values and subtotals for the five variables.

4) The alphabetized table of the complete list with frequency and range, with the 2,244 words having a range of only one listed at the end of the table. See Appendix D.

### Summary

1. There is no reason to doubt the validity of using the word list for the adult black illiterate population, based on the tests conducted and the acceptance of the first five null hypotheses.
2. The most important result of the investigation is the list of words itself. Although the list was printed and used in various forms for purposes of analysis, it is presented in Appendix D in alphabetical order with corresponding frequencies and ranges for convenience in application.
3. Sufficient difference exists between this list and the other two lists designed for use with adult illiterates to indicate that the Stein list can fill an existing void. The differences among the three lists appear to justify the assumption that there is indeed a difference between the words that the population should know and the words that the population does know.

## Chapter V: Recommendations

The word list that was tabulated from the corpus of more than a quarter million words of free-flowing conversation can have many practical applications in the area of adult illiteracy. Awareness of its limitations does not minimize its potential usefulness. It is not purported to be a list of all the words known by adult black illiterates. However, it is a list of words known and used by a representative sample of 128 informants who were enrolled in ABE classes.

### Application of Word List

The need to control vocabulary in developmental reading materials for adults at the basic levels was discussed earlier in Chapter II. The Stein list presents the words in alphabetical order for ease of location and, at the same time, indicates not only the frequency of use, but also the more important sample range for each word. This should prove helpful in controlling the number of new words introduced in graded reading materials.

It should also be noted that this list is composed of words which are not only understood by the population sample, but which also reflect the interests of the group. Reference to the word list should facilitate the development of reading materials that could be more successful in meeting the needs and interests of the ABE student.

Similarly, the word list can be used in developing more effective instruments for measuring the levels of reading ability of ABE students. Both informal reading inventories and standardized reading tests need to be geared to the interests and language usage of the adult illiterate population. The word list should be useful in achieving this goal.

The construction of a readability formula that would measure the level of difficulty of ABE materials can now be undertaken. The word list can be used as the frame of reference for estimating the number of "difficult" words in a reading sample. As indicated earlier, the "word" has been demonstrated to be the most important factor in determining readability.\* A reliable readability formula would make possible the evaluation and grading of materials from diverse sources. This would permit the use of a wide variety of reading materials for reinforcement, recreation, and the solution of practical problems of everyday living.

### Procedural Limitations of the Study

Geographical area did not significantly affect the vocabulary used by the sample population in Buffalo and Chicago, which had its origins

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\*See Chapter II, page 11.

almost entirely in the South. It would be interesting to replicate the study in the West and Southwest, introducing to the sample population a new variable, the Chicano illiterate. The influence of the Mexican culture might be reflected in the words used by a group not represented in the present study.

The effect of interviewer race and sex on the informants' use of vocabulary was not significant in this study. However, the small number of interviewers involved was a serious limitation. If it had been possible to attempt to match those personality factors of the interviewers which would affect the informants in an interviewing situation, perhaps the effects of race and sex would have been more apparent. In this study, the white interviewers as well as the black seemed to be successful in establishing rapport with the informants. It would be easier to evaluate the influence of race and sex, as against those qualities of warmth, acceptance, informality, and interest in the informants, if a larger number of interviewers of both races and sexes were used in an evaluative study.

A more extensive study that would examine the effect of race and sex in interpersonal relationships in counseling, testing, teaching, and other social service situations could be very valuable. At a time in history when minority groups are increasingly determined to control their destiny, it is vital to try to discover whether race and sex, of themselves, are barriers to effective communication. A larger sample of interviewers with a wider distribution of evaluated personality traits would probably be necessary to gain a better understanding of this factor.

#### Further Uses of the Data

Although for this study the body of data was examined mainly for the use of vocabulary, it is a rich, available source of additional information. Mention has been made of the interests of the sample being revealed by their choice of words; in addition, there is much more to be learned from an evaluation of the topics discussed during the general questioning period. Most of the informants spoke freely about matters of personal concern. An analysis of this subjective information could reveal much about the problems of a frequently misunderstood segment of the population.

For example, many interviews revealed that informants had aspirations and vocational goals that appeared to be unrealistic in the light of their age and level of education. It would seem that short-term as well as long-term goals need to be emphasized in ABE programs. A series of small successes in a school situation is more likely to result in sustained motivation than continued aspiration toward a distant goal. More widespread and effective counseling, as well as more functional job-oriented programs, should lessen the educational failures that result in disillusion.

In summary, millions of adult Americans must attain literacy before they can move on to the attainment of their vocational and personal goals. It is hoped that the word list developed in this study will contribute to the ultimate improvement of their lives.

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APPENDIX A

DESCRIPTION OF PICTURES USED IN INTERVIEWS  
(From Manual for Thematic Apperception  
Test, Thompson Modification)

1. A young boy is contemplating a violin which rests on a table in front of him.
2. Country scene: in the foreground is a young woman with books in her hand; in the background a man is working in the fields and an older woman is looking on.
3. A young woman is standing with downcast head, her face covered with her right hand. Her left arm is stretched forward against a wooden door.
4. A woman is clutching the shoulders of a man whose face and body are averted as if he were trying to pull away from her.
5. A short elderly woman stands with her back turned to a tall young man. The latter is looking downward with a perplexed expression.
6. A gray-haired man is looking at a younger man who is sullenly staring into space.
7. An older woman is sitting on a sofa close beside a girl, speaking or reading to her. The girl, who holds a doll in her lap, is looking away.
8. An adolescent boy looks straight out of the picture. The barrel of a rifle is visible at one side, and in the background is the dim scene of a surgical operation, like a reverie-image.
9. A young man is lying on a couch with his eyes closed. Leaning over him is the gaunt form of an elderly man, his hand stretched out above the face of the reclining figure.
10. A rowboat is drawn up on the bank of a woodland stream. There are no human figures in the picture.
11. A young man is standing with downcast head buried in his arm. Behind him is the figure of a woman lying in bed.
12. A little boy is sitting on the doorstep of a city tenement.
13. A gaunt man with clenched hands is standing among gravestones.
14. The dimly illuminated figure of a man (or woman) in the dead of night leaning against a lamp post.

APPENDIX B

SAMPLE PAGE OF RANGE VALUES FOR INDEX CLASSES  
WITH SUBTOTALS FOR THE FIVE VARIABLES

SAMPLE PAGE OF RANGE VALUES FOR INDEX CLASSES, WITH SUBTOTALS FOR THE FIVE VARIABLES

|          | Buffalo |   |   |   |   |   |   |   |   |   | Chicago |   |   |   |   |   |   |   |   |   | Totals |   |   |   |   |   |   |   |   |    |    |
|----------|---------|---|---|---|---|---|---|---|---|---|---------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|----|----|
| a        | 1       | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1       | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1      | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  |    |
| able     | 1       | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2       | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2      | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0  |    |
| about    | 0       | 1 | 1 | 4 | 0 | 3 | 2 | 1 | 4 | 1 | 1       | 0 | 2 | 0 | 3 | 1 | 0 | 4 | 1 | 0 | 1      | 4 | 3 | 1 | 2 | 1 | 4 | 1 | 3 | 3  | 1  |
| accident | 0       | 6 | 1 | 9 | 1 | 1 | 7 | 1 | 7 | 1 | 3       | 4 | 0 | 4 | 1 | 1 | 2 | 1 | 0 | 2 | 0      | 3 | 7 | 6 | 2 | 4 | 5 | 3 | 3 | 8  | 2  |
| account  | 0       | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 1 | 1       | 0 | 1 | 0 | 1 | 0 | 0 | 5 | 0 | 0 | 0      | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0  | 8  |
| across   | 0       | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0       | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1      | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0  | 6  |
| act      | 0       | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 2 | 2 | 0       | 2 | 0 | 2 | 0 | 2 | 0 | 3 | 0 | 0 | 0      | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 10 |
| actually | 0       | 0 | 4 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0       | 2 | 0 | 3 | 0 | 1 | 2 | 1 | 0 | 1 | 1      | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 14 | 10 |
| adult    | 0       | 3 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0       | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1      | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9  | 7  |
| advice   | 0       | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 0 | 0       | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1      | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 7  | 5  |
| afraid   | 0       | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 2       | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5  | 5  |
| Africa   | 0       | 0 | 3 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 1       | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 1 | 0      | 0 | 1 | 1 | 1 | 0 | 2 | 0 | 9 | 11 | 11 |
|          | 0       | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0       | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6  | 5  |
|          |         |   |   |   |   |   |   |   |   |   |         |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   | 8 | 3  | 6  |
|          |         |   |   |   |   |   |   |   |   |   |         |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   | 5 | 2  | 9  |

APPENDIX C

SAMPLE PAGE OF CHI-SQUARE VALUES  
( $\chi^2 = 6.63$  for one degree of  
freedom at the .01 level  
of significance)

|          | Area | Age of<br>Informant | Sex of<br>Informant | Race of<br>Interviewer | Sex of<br>Interviewer |
|----------|------|---------------------|---------------------|------------------------|-----------------------|
| a        |      |                     |                     |                        |                       |
| able     | 1.58 | .00                 | .11                 | .03                    | .29                   |
| about    |      |                     |                     |                        |                       |
| accident | .29  | .79                 | .26                 | 2.57                   | 0.00                  |
| account  | .90  | .79                 | .20                 | .90                    | .10                   |
| across   | 3.03 | .53                 | .01                 | 3.03                   | .06                   |
| act      | 0.00 | .07                 | 1.29                | 0.00                   | .82                   |
| actually | .29  | .04                 | 12.65               | 2.57                   | .29                   |
| adult    | .43  | 4.03                | 1.95                | 0.00                   | 1.74                  |
| advice   | 1.74 | .00                 | 2.15                | 0.00                   | 0.00                  |
| afraid   | .24  | .26                 | 1.23                | .24                    | .24                   |
| Africa   | 2.49 | 2.36                | 3.29                | .10                    | .10                   |

APPENDIX D

LIST OF THE MOST FREQUENTLY USED  
WORDS WITH SAMPLE RANGE

| Word          | F*   | R** | Word       | F    | R   | Word         | F   | R   |
|---------------|------|-----|------------|------|-----|--------------|-----|-----|
| a             | 6419 | 128 | age        | 33   | 22  | answering    | 5   | 2   |
| abc's         | 2    | 2   | ago        | 39   | 30  | anxious      | 3   | 3   |
| able          | 118  | 53  | agree      | 27   | 16  | any          | 187 | 83  |
| about         | 1378 | 126 | agreed     | 2    | 2   | anybody      | 50  | 31  |
| abroad        | 7    | 4   | agreeing   | 5    | 4   | anyhow       | 6   | 6   |
| accept        | 10   | 9   | agreement  | 7    | 7   | anymore      | 14  | 13  |
| accident      | 24   | 16  | ah         | 3    | 3   | anyone       | 18  | 17  |
| accidentally  | 3    | 3   | ahead      | 17   | 13  | anyplace     | 4   | 4   |
| accomplish    | 11   | 8   | aid        | 19   | 9   | anything     | 209 | 87  |
| accomplishing | 2    | 2   | aide       | 26   | 13  | anytime      | 6   | 5   |
| according     | 7    | 6   | ain't      | 272  | 63  | anyway       | 117 | 64  |
| account       | 15   | 11  | air        | 12   | 10  | anyways      | 6   | 2   |
| acres         | 2    | 2   | Alabama    | 5    | 5   | anywhere     | 15  | 12  |
| across        | 31   | 19  | alike      | 3    | 3   | apart        | 9   | 7   |
| act           | 39   | 24  | alive      | 5    | 3   | apartment    | 15  | 9   |
| acting        | 12   | 9   | all        | 1108 | 128 | apartments   | 3   | 2   |
| action        | 5    | 5   | alley      | 8    | 6   | apologize    | 4   | 3   |
| actress       | 2    | 2   | allow      | 8    | 7   | appear       | 5   | 4   |
| acts          | 2    | 2   | almost     | 30   | 23  | appearance   | 6   | 4   |
| actually      | 38   | 16  | alone      | 55   | 35  | appears      | 7   | 5   |
| ADC           | 4    | 4   | along      | 62   | 43  | appendix     | 16  | 8   |
| add           | 14   | 6   | already    | 34   | 28  | apple        | 6   | 4   |
| address       | 4    | 2   | also       | 54   | 29  | application  | 9   | 6   |
| adopted       | 2    | 2   | although   | 13   | 10  | applications | 3   | 3   |
| ads           | 2    | 2   | altogether | 3    | 2   | appreciate   | 7   | 6   |
| adult         | 14   | 10  | always     | 160  | 67  | April        | 2   | 2   |
| adults        | 5    | 5   | am         | 55   | 33  | are          | 413 | 108 |
| advance       | 3    | 3   | ambition   | 4    | 3   | area         | 26  | 17  |
| advantage     | 4    | 3   | ambulance  | 5    | 4   | areas        | 3   | 3   |
| advertise     | 2    | 2   | America    | 5    | 3   | aren't       | 8   | 6   |
| advice        | 14   | 10  | American   | 3    | 3   | argue        | 4   | 4   |
| advise        | 3    | 3   | among      | 4    | 4   | arguing      | 23  | 12  |
| advising      | 8    | 3   | amongst    | 4    | 4   | argument     | 42  | 27  |
| affair        | 4    | 3   | amount     | 9    | 6   | arithmetic   | 14  | 9   |
| afford        | 8    | 7   | an         | 170  | 82  | Arkansas     | 5   | 2   |
| afraid        | 34   | 20  | and        | 8980 | 128 | arm          | 41  | 33  |
| Africa        | 22   | 11  | angel      | 2    | 2   | arms         | 34  | 27  |
| after         | 153  | 69  | anger      | 2    | 2   | army         | 16  | 9   |
| afternoon     | 11   | 9   | angry      | 133  | 52  | around       | 291 | 88  |
| afterwards    | 4    | 4   | animals    | 5    | 3   | arrangements | 2   | 2   |
| again         | 85   | 48  | another    | 212  | 89  | art          | 6   | 3   |
| against       | 29   | 24  | answer     | 26   | 17  | as           | 514 | 99  |

\*Frequency

\*\*Range

| Word         | F   | R   | Word       | F    | R   | Word     | F   | R   |
|--------------|-----|-----|------------|------|-----|----------|-----|-----|
| ashamed      | 34  | 17  | banjo      | 5    | 2   | bent     | 2   | 2   |
| aside        | 5   | 5   | bank       | 21   | 12  | beside   | 6   | 6   |
| ask          | 59  | 34  | banks      | 3    | 3   | besides  | 9   | 7   |
| asked        | 50  | 32  | barbed     | 5    | 3   | best     | 95  | 51  |
| asking       | 26  | 18  | barefeet   | 2    | 2   | bet      | 8   | 7   |
| asks         | 6   | 4   | barefeeted | 17   | 12  | better   | 269 | 95  |
| asleep       | 60  | 35  | barefooted | 3    | 3   | between  | 29  | 23  |
| assembly     | 2   | 2   | barn       | 18   | 15  | Bible    | 43  | 24  |
| assistant    | 5   | 5   | barns      | 7    | 7   | big      | 124 | 61  |
| association  | 2   | 2   | bars       | 2    | 2   | bigger   | 3   | 3   |
| assured      | 2   | 2   | baseball   | 19   | 11  | biggest  | 16  | 13  |
| asthma       | 10  | 3   | basis      | 3    | 3   | bill     | 16  | 11  |
| at           | 935 | 125 | basket     | 5    | 3   | bills    | 10  | 9   |
| attack       | 12  | 10  | basketball | 10   | 7   | birds    | 10  | 4   |
| attend       | 9   | 8   | bath       | 8    | 6   | birth    | 2   | 2   |
| attending    | 3   | 2   | bathroom   | 4    | 3   | birthday | 3   | 3   |
| attention    | 61  | 36  | battle     | 2    | 2   | bishop   | 2   | 2   |
| attitude     | 5   | 5   | be         | 2982 | 128 | bit      | 82  | 46  |
| auditorium   | 3   | 3   | be's       | 3    | 3   | bite     | 5   | 4   |
| August       | 2   | 2   | beach      | 10   | 8   | biting   | 3   | 3   |
| auntie       | 6   | 2   | beans      | 2    | 2   | bitty    | 4   | 4   |
| authority    | 5   | 3   | beat       | 21   | 12  | black    | 56  | 34  |
| automobile   | 2   | 2   | beating    | 3    | 3   | blame    | 5   | 5   |
| available    | 2   | 2   | beautician | 5    | 3   | blanket  | 2   | 2   |
| average      | 5   | 4   | beautiful  | 36   | 22  | bless    | 14  | 8   |
| avoid        | 4   | 4   | became     | 3    | 3   | blessed  | 8   | 4   |
| away         | 173 | 81  | because    | 977  | 120 | blessing | 3   | 3   |
| awful        | 39  | 22  | 'cause     | 505  | 91  | blew     | 2   | 2   |
| awfully      | 5   | 4   | become     | 19   | 13  | blind    | 12  | 9   |
| awhile       | 9   | 8   | bed        | 143  | 66  | block    | 5   | 4   |
| babies       | 5   | 4   | bedroom    | 6    | 6   | blocks   | 6   | 4   |
| baby         | 233 | 79  | bedtime    | 3    | 3   | blood    | 12  | 9   |
| baby-sit     | 5   | 4   | been       | 479  | 117 | bloom    | 9   | 8   |
| baby-sitter  | 11  | 5   | before     | 107  | 65  | bloomed  | 2   | 2   |
| baby-sitters | 2   | 2   | beg        | 11   | 6   | blooming | 10  | 7   |
| baby-sitting | 5   | 3   | began      | 13   | 4   | blooms   | 2   | 2   |
| baby's       | 6   | 6   | begging    | 8    | 6   | blossom  | 4   | 4   |
| back         | 507 | 116 | begin      | 7    | 5   | blossoms | 2   | 2   |
| background   | 54  | 29  | beginning  | 15   | 12  | blouse   | 4   | 4   |
| backwards    | 2   | 2   | behind     | 38   | 25  | blow     | 4   | 3   |
| bad          | 178 | 76  | being      | 115  | 62  | blue     | 4   | 3   |
| badder       | 2   | 2   | believe    | 202  | 66  | blues    | 6   | 3   |
| bag          | 9   | 3   | believed   | 2    | 2   | board    | 13  | 9   |
| bake         | 2   | 2   | bell       | 3    | 2   | boat     | 229 | 100 |
| baker        | 2   | 2   | belong     | 2    | 2   | boat's   | 2   | 2   |
| baking       | 3   | 2   | belongs    | 5    | 5   | boats    | 17  | 9   |
| ball         | 24  | 13  | below      | 2    | 2   | bodies   | 2   | 2   |
| balled       | 3   | 2   | bending    | 4    | 3   | body     | 14  | 13  |
| balls        | 2   | 2   | benefit    | 3    | 2   | bombing  | 2   | 2   |
| band         | 4   | 4   | Bennett    | 4    | 3   | bombs    | 2   | 2   |

| Word           | F   | R   | Word        | F    | R   | Word       | F   | R  |
|----------------|-----|-----|-------------|------|-----|------------|-----|----|
| bones          | 2   | 2   | brown       | 9    | 7   | canoe      | 10  | 5  |
| book           | 113 | 59  | brush       | 3    | 3   | cap        | 14  | 9  |
| bookkeeper     | 3   | 2   | bud         | 2    | 2   | capable    | 2   | 2  |
| books          | 115 | 68  | budded      | 3    | 3   | car        | 36  | 24 |
| born           | 22  | 14  | buddy       | 2    | 2   | card       | 11  | 4  |
| borrow         | 5   | 3   | budget      | 3    | 2   | care       | 168 | 66 |
| boss           | 17  | 12  | Buffalo     | 25   | 12  | cared      | 3   | 3  |
| both           | 77  | 49  | build       | 25   | 20  | career     | 3   | 2  |
| bother         | 19  | 10  | building    | 31   | 21  | careful    | 3   | 3  |
| bothered       | 10  | 7   | buildings   | 17   | 10  | Carolina   | 4   | 4  |
| bothering      | 8   | 7   | built       | 9    | 8   | carried    | 5   | 4  |
| bothers        | 3   | 3   | bullet      | 61   | 43  | carry      | 21  | 17 |
| bottle         | 2   | 2   | bullets     | 3    | 3   | carrying   | 12  | 12 |
| bottom         | 6   | 6   | bumped      | 2    | 2   | cars       | 14  | 7  |
| bought         | 8   | 7   | bunch       | 4    | 4   | cartoons   | 3   | 3  |
| bow            | 5   | 4   | burial      | 2    | 2   | case       | 14  | 11 |
| bowl           | 2   | 2   | buried      | 13   | 11  | cases      | 3   | 3  |
| box            | 12  | 8   | burn        | 3    | 3   | caseworker | 9   | 8  |
| boxers         | 3   | 2   | burned      | 12   | 5   | cat        | 5   | 4  |
| boxing         | 4   | 4   | burning     | 2    | 2   | catch      | 30  | 22 |
| boy            | 236 | 104 | bus         | 23   | 18  | catching   | 7   | 5  |
| boy's          | 9   | 9   | buses       | 5    | 4   | Catholic   | 7   | 3  |
| boyfriend      | 7   | 3   | bushes      | 6    | 3   | caught     | 26  | 16 |
| boys           | 48  | 29  | business    | 78   | 41  | cause      | 11  | 9  |
| brace          | 2   | 2   | businessman | 3    | 2   | caused     | 8   | 6  |
| brains         | 2   | 2   | businessmen | 6    | 4   | causes     | 2   | 2  |
| branches       | 4   | 3   | bussing     | 5    | 3   | causing    | 4   | 4  |
| bread          | 7   | 6   | bust        | 2    | 2   | cemeteries | 3   | 2  |
| break          | 25  | 17  | busy        | 13   | 11  | cemetery   | 88  | 55 |
| breakdown      | 3   | 3   | but         | 1950 | 127 | cent       | 2   | 2  |
| breakfast      | 10  | 7   | butt        | 2    | 2   | center     | 15  | 12 |
| breaking       | 10  | 7   | buy         | 36   | 22  | centers    | 3   | 3  |
| breath         | 4   | 2   | buying      | 4    | 4   | cents      | 17  | 9  |
| breathing      | 2   | 2   | buys        | 2    | 2   | certain    | 34  | 20 |
| brick          | 7   | 6   | by          | 367  | 106 | certainly  | 2   | 2  |
| bridge         | 5   | 2   | bye         | 3    | 2   | chair      | 29  | 23 |
| bright         | 4   | 3   | bye-bye     | 2    | 2   | chairs     | 12  | 6  |
| brighter       | 4   | 4   | cab         | 3    | 2   | chance     | 68  | 38 |
| bring          | 64  | 39  | cake        | 6    | 2   | change     | 35  | 27 |
| bringing       | 6   | 6   | cakes       | 3    | 2   | changed    | 24  | 15 |
| brings         | 6   | 3   | California  | 9    | 5   | changes    | 4   | 4  |
| Brinkley       | 2   | 2   | call        | 191  | 79  | changing   | 3   | 3  |
| Broadway       | 4   | 4   | called      | 33   | 24  | channel    | 22  | 12 |
| broke          | 34  | 27  | calling     | 6    | 4   | charge     | 3   | 3  |
| broken         | 26  | 14  | calls       | 2    | 2   | chastise   | 2   | 2  |
| brokenhearted  | 4   | 2   | calm        | 12   | 12  | chastising | 3   | 2  |
| brook          | 2   | 2   | came        | 134  | 67  | cheap      | 3   | 3  |
| brother        | 60  | 35  | camp        | 4    | 2   | check      | 16  | 8  |
| brother-in-law | 3   | 3   | can         | 879  | 124 | checking   | 6   | 6  |
| brothers       | 17  | 15  | can't       | 627  | 117 | cheeks     | 3   | 2  |
| brought        | 39  | 26  | cannot      | 7    | 6   | cheer      | 16  | 11 |

| Word       | F   | R  | Word          | F   | R   | Word      | F    | R   |
|------------|-----|----|---------------|-----|-----|-----------|------|-----|
| Chicago    | 40  | 22 | come          | 543 | 114 | corn      | 5    | 5   |
| child      | 122 | 49 | comedies      | 2   | 2   | corner    | 15   | 12  |
| child's    | 3   | 3  | comes         | 49  | 30  | correct   | 8    | 6   |
| children   | 249 | 52 | comfort       | 17  | 14  | cost      | 12   | 11  |
| children's | 3   | 3  | comfortable   | 5   | 4   | costs     | 2    | 2   |
| childrens  | 21  | 11 | coming        | 133 | 78  | cotton    | 30   | 13  |
| chin       | 3   | 3  | comment       | 2   | 2   | couch     | 19   | 14  |
| choir      | 12  | 6  | comments      | 4   | 3   | could     | 1281 | 121 |
| choke      | 4   | 3  | commit        | 2   | 2   | could've  | 10   | 8   |
| choose     | 5   | 5  | committed     | 2   | 2   | couldn't  | 175  | 77  |
| chop       | 2   | 2  | committee     | 6   | 6   | counselor | 3    | 3   |
| chops      | 2   | 2  | common        | 2   | 2   | count     | 7    | 4   |
| chores     | 3   | 2  | communicate   | 5   | 3   | counted   | 5    | 2   |
| Christ     | 7   | 6  | community     | 5   | 4   | counting  | 2    | 2   |
| Christmas  | 20  | 12 | company       | 7   | 6   | countries | 5    | 4   |
| Chuck      | 2   | 2  | complete      | 5   | 4   | country   | 123  | 58  |
| church     | 115 | 53 | completed     | 3   | 3   | couple    | 33   | 23  |
| churches   | 7   | 6  | completely    | 10  | 7   | courage   | 2    | 2   |
| cities     | 12  | 8  | concentrate   | 10  | 7   | course    | 55   | 26  |
| city       | 72  | 34 | concentration | 2   | 2   | court     | 9    | 4   |
| civil      | 4   | 3  | concerned     | 19  | 11  | cousin    | 3    | 3   |
| class      | 15  | 11 | concerning    | 6   | 4   | cover     | 6    | 6   |
| classes    | 11  | 8  | concrete      | 3   | 3   | covered   | 7    | 7   |
| clean      | 43  | 21 | condition     | 20  | 10  | covers    | 2    | 2   |
| cleaned    | 4   | 4  | conditions    | 9   | 8   | cow       | 3    | 3   |
| cleaning   | 9   | 9  | confidence    | 2   | 2   | cowboy    | 11   | 9   |
| clear      | 5   | 5  | confuse       | 2   | 2   | cowboys   | 5    | 5   |
| clearly    | 4   | 3  | confused      | 10  | 4   | cows      | 4    | 4   |
| climb      | 2   | 2  | confusing     | 6   | 5   | crack     | 4    | 3   |
| clinic     | 2   | 2  | confusion     | 5   | 4   | crazy     | 11   | 8   |
| clock      | 4   | 4  | connected     | 3   | 2   | cream     | 4    | 2   |
| close      | 31  | 24 | conscience    | 2   | 2   | create    | 3    | 2   |
| closed     | 27  | 20 | consolation   | 4   | 3   | creating  | 2    | 2   |
| closer     | 2   | 2  | console       | 2   | 2   | credit    | 3    | 2   |
| closest    | 2   | 2  | consulting    | 2   | 2   | creek     | 7    | 6   |
| closing    | 2   | 2  | contact       | 4   | 3   | crib      | 3    | 2   |
| clothes    | 125 | 66 | continue      | 27  | 18  | crime     | 4    | 4   |
| clothing   | 9   | 8  | continued     | 2   | 2   | critical  | 2    | 2   |
| club       | 2   | 2  | continues     | 2   | 2   | crook     | 4    | 3   |
| coat       | 25  | 16 | continuing    | 3   | 3   | crop      | 5    | 4   |
| cold       | 24  | 19 | conversation  | 12  | 9   | cross     | 28   | 20  |
| collar     | 2   | 2  | convince      | 7   | 4   | crossed   | 4    | 4   |
| collect    | 2   | 2  | cook          | 16  | 11  | crosses   | 6    | 6   |
| college    | 40  | 24 | cooked        | 3   | 2   | crowd     | 5    | 4   |
| color      | 13  | 11 | cookies       | 4   | 3   | crowded   | 3    | 3   |
| colored    | 59  | 29 | cooking       | 13  | 9   | cry       | 31   | 22  |
| colors     | 2   | 2  | cool          | 6   | 5   | crying    | 179  | 84  |
| coma       | 3   | 3  | cooling       | 2   | 2   | cultivate | 5    | 3   |
| comb       | 2   | 2  | cooperate     | 6   | 5   | cure      | 2    | 2   |
| combed     | 5   | 2  | copy          | 4   | 3   | cured     | 3    | 3   |

| Word       | F   | R  | Word         | F    | R   | Word        | F    | R   |
|------------|-----|----|--------------|------|-----|-------------|------|-----|
| curtain    | 2   | 2  | desert       | 4    | 3   | doctor      | 305  | 99  |
| cut        | 51  | 35 | desire       | 4    | 2   | doctor's    | 10   | 9   |
| cute       | 6   | 3  | desk         | 23   | 15  | doctoring   | 4    | 4   |
| cuts       | 2   | 2  | destroy      | 5    | 5   | doctors     | 37   | 30  |
| cutting    | 26  | 17 | destroyed    | 5    | 4   | does        | 51   | 29  |
| dad        | 14  | 8  | detective    | 2    | 2   | doesn't     | 209  | 62  |
| daddy      | 23  | 12 | detectives   | 4    | 2   | dog         | 12   | 8   |
| damp       | 2   | 2  | determined   | 3    | 3   | dogwood     | 3    | 2   |
| dance      | 13  | 8  | devil        | 10   | 6   | doing       | 230  | 90  |
| dancing    | 2   | 2  | diaper       | 2    | 2   | doll        | 73   | 49  |
| danger     | 2   | 2  | did          | 275  | 98  | dollar      | 17   | 7   |
| dangerous  | 2   | 2  | didn't       | 324  | 91  | dollars     | 42   | 18  |
| dark       | 79  | 44 | die          | 40   | 22  | dolls       | 3    | 2   |
| darkness   | 7   | 6  | died         | 49   | 26  | domestic    | 2    | 2   |
| date       | 6   | 5  | difference   | 18   | 15  | don't       | 2815 | 128 |
| dating     | 6   | 4  | different    | 182  | 79  | done        | 262  | 88  |
| daughter   | 184 | 75 | difficult    | 3    | 2   | donkey      | 2    | 2   |
| daughter's | 7   | 7  | difficulties | 2    | 2   | Doolittle   | 4    | 2   |
| daughters  | 4   | 3  | difficulty   | 4    | 4   | door        | 234  | 91  |
| David      | 3   | 2  | dig          | 3    | 3   | door's      | 3    | 3   |
| Davis      | 4   | 2  | dim          | 3    | 2   | doors       | 4    | 4   |
| day        | 200 | 73 | dime         | 4    | 4   | doorway     | 2    | 2   |
| days       | 65  | 41 | dinner       | 10   | 7   | dope        | 6    | 3   |
| daytime    | 11  | 7  | diploma      | 19   | 12  | double      | 2    | 2   |
| daze       | 2   | 2  | direction    | 8    | 4   | doubt       | 9    | 8   |
| deacon     | 7   | 5  | directly     | 2    | 2   | dough       | 3    | 2   |
| dead       | 124 | 66 | dirt         | 8    | 7   | down        | 470  | 114 |
| deal       | 13  | 11 | dirty        | 8    | 7   | downhearted | 3    | 3   |
| dear       | 12  | 5  | disagree     | 2    | 2   | downstairs  | 7    | 5   |
| death      | 17  | 14 | disagreeing  | 3    | 3   | downtown    | 8    | 7   |
| decent     | 13  | 10 | disagreement | 8    | 6   | Dr.         | 2    | 2   |
| decide     | 19  | 14 | disagrees    | 2    | 2   | dragging    | 3    | 2   |
| decided    | 32  | 22 | disappointed | 14   | 10  | draw        | 7    | 4   |
| deciding   | 8   | 6  | discouraged  | 5    | 3   | drawed      | 3    | 3   |
| decision   | 9   | 7  | discuss      | 8    | 6   | drawing     | 12   | 5   |
| deep       | 40  | 22 | discussing   | 29   | 20  | dream       | 8    | 5   |
| deeply     | 4   | 3  | discussion   | 6    | 6   | dreaming    | 5    | 2   |
| deers      | 3   | 2  | disgusted    | 30   | 18  | dreams      | 5    | 5   |
| defend     | 2   | 2  | dish         | 2    | 2   | dreary      | 6    | 4   |
| definitely | 4   | 4  | dislike      | 3    | 3   | dress       | 38   | 23  |
| degree     | 4   | 3  | disobeyed    | 2    | 2   | dressed     | 73   | 39  |
| demands    | 3   | 3  | dispute      | 2    | 2   | dresses     | 6    | 5   |
| democrat   | 2   | 2  | dissatisfied | 6    | 5   | drew        | 2    | 2   |
| deny       | 2   | 2  | distress     | 3    | 2   | drifted     | 2    | 2   |
| department | 5   | 5  | distressed   | 4    | 3   | drink       | 11   | 8   |
| depend     | 5   | 5  | disturbed    | 13   | 8   | drinking    | 21   | 9   |
| depending  | 3   | 3  | disturbing   | 3    | 3   | drinks      | 3    | 3   |
| depends    | 7   | 6  | divided      | 4    | 2   | drive       | 5    | 5   |
| depressed  | 17  | 7  | divorce      | 2    | 2   | driver      | 4    | 3   |
| depression | 3   | 2  | do           | 1464 | 125 | driver's    | 2    | 2   |
| describe   | 3   | 3  |              |      |     |             |      |     |

| Word        | F   | R  | Word          | F   | R  | Word        | F   | R  |
|-------------|-----|----|---------------|-----|----|-------------|-----|----|
| drop        | 16  | 10 | employment    | 11  | 7  | experienced | 3   | 2  |
| dropouts    | 3   | 2  | encourage     | 8   | 5  | explain     | 66  | 33 |
| dropped     | 4   | 4  | encouragement | 2   | 2  | explained   | 6   | 5  |
| drowned     | 3   | 2  | encouraging   | 2   | 2  | explaining  | 6   | 5  |
| drug        | 2   | 2  | end           | 19  | 17 | express     | 4   | 3  |
| drunk       | 16  | 9  | ends          | 4   | 4  | expression  | 32  | 17 |
| dry         | 5   | 5  | enemies       | 2   | 2  | extra       | 4   | 3  |
| due         | 2   | 2  | enemy         | 4   | 3  | eye         | 24  | 10 |
| during      | 30  | 17 | Englewood     | 2   | 2  | eyes        | 61  | 39 |
| dying       | 6   | 5  | English       | 8   | 8  | eyesight    | 5   | 3  |
| each        | 55  | 33 | enjoy         | 56  | 26 | face        | 239 | 89 |
| ear         | 4   | 2  | enjoyable     | 2   | 2  | faces       | 4   | 4  |
| earlier     | 3   | 3  | enjoyed       | 12  | 8  | facing      | 4   | 4  |
| early       | 19  | 15 | enjoying      | 6   | 3  | fact        | 35  | 16 |
| earn        | 3   | 3  | enjoyment     | 3   | 2  | factories   | 3   | 2  |
| ears        | 3   | 3  | enjoys        | 3   | 3  | factory     | 9   | 7  |
| earth       | 3   | 3  | enough        | 150 | 62 | facts       | 4   | 3  |
| easier      | 14  | 11 | enrolled      | 4   | 3  | fade        | 2   | 2  |
| easily      | 4   | 4  | environment   | 2   | 2  | fail        | 4   | 4  |
| easy        | 21  | 16 | equal         | 14  | 10 | faint       | 5   | 2  |
| eat         | 58  | 29 | equally       | 2   | 2  | fainted     | 7   | 6  |
| eating      | 10  | 8  | equipment     | 2   | 2  | fainting    | 2   | 2  |
| Ed          | 2   | 2  | especially    | 23  | 18 | fair        | 6   | 6  |
| edge        | 15  | 14 | even          | 114 | 56 | fairly      | 4   | 4  |
| educated    | 4   | 4  | evening       | 23  | 19 | faith       | 11  | 8  |
| education   | 226 | 80 | eventually    | 8   | 6  | fall        | 17  | 17 |
| educational | 4   | 4  | ever          | 61  | 38 | falling     | 6   | 4  |
| educations  | 2   | 2  | every         | 93  | 51 | familiar    | 3   | 3  |
| effort      | 3   | 3  | everybody     | 99  | 44 | families    | 3   | 2  |
| eggs        | 3   | 3  | everybody's   | 4   | 4  | family      | 98  | 50 |
| eight       | 27  | 18 | everyday      | 9   | 7  | fan         | 2   | 2  |
| eighteen    | 8   | 6  | everyone      | 24  | 16 | far         | 81  | 55 |
| eighth      | 8   | 7  | everything    | 162 | 69 | fare        | 2   | 2  |
| eighty      | 2   | 2  | everytime     | 4   | 4  | farm        | 122 | 66 |
| either      | 144 | 58 | everywhere    | 7   | 6  | farmer      | 13  | 10 |
| el          | 3   | 3  | evidently     | 10  | 4  | farmers     | 3   | 3  |
| elder       | 2   | 2  | evil          | 10  | 6  | farmhouse   | 4   | 3  |
| elderly     | 4   | 4  | exact         | 2   | 2  | farming     | 23  | 16 |
| elected     | 3   | 3  | exactly       | 29  | 17 | farther     | 6   | 6  |
| electric    | 3   | 3  | examine       | 2   | 2  | fashion     | 2   | 2  |
| electrical  | 3   | 2  | examining     | 2   | 2  | fast        | 11  | 10 |
| electrician | 3   | 3  | except        | 11  | 7  | faster      | 3   | 2  |
| electronics | 4   | 2  | excite        | 2   | 2  | fat         | 3   | 3  |
| eleven      | 16  | 13 | excited       | 9   | 7  | father      | 203 | 70 |
| else        | 149 | 78 | exciting      | 5   | 4  | father's    | 8   | 7  |
| else's      | 6   | 4  | excuse        | 9   | 8  | fathers     | 9   | 5  |
| elsewhere   | 3   | 3  | expect        | 7   | 6  | fault       | 4   | 4  |
| embarrassed | 3   | 2  | expecting     | 6   | 6  | favor       | 7   | 4  |
| emergency   | 4   | 3  | expensive     | 3   | 3  | favorite    | 19  | 15 |
| employee    | 3   | 2  | experience    | 9   | 7  | favors      | 2   | 2  |

| Word        | F   | R  | Word        | F    | R   | Word         | F   | R   |
|-------------|-----|----|-------------|------|-----|--------------|-----|-----|
| FBI         | 2   | 2  | fishing     | 53   | 31  | forty        | 8   | 7   |
| fear        | 6   | 2  | fist        | 4    | 3   | forty-four   | 2   | 2   |
| feature     | 2   | 2  | fit         | 9    | 8   | forty-nine   | 4   | 3   |
| fed         | 3   | 3  | five        | 52   | 33  | forty-one    | 3   | 3   |
| federal     | 3   | 3  | five-thirty | 2    | 2   | forty-seven  | 4   | 2   |
| feed        | 10  | 7  | fix         | 47   | 25  | forty-three  | 2   | 2   |
| feeding     | 3   | 3  | fixed       | 14   | 10  | forward      | 12  | 7   |
| feel        | 168 | 69 | fixing      | 35   | 20  | found        | 49  | 34  |
| feeling     | 32  | 24 | flag        | 3    | 2   | four         | 51  | 35  |
| feelings    | 9   | 4  | flash       | 3    | 2   | fours        | 2   | 2   |
| feels       | 18  | 13 | flat        | 6    | 6   | fourteen     | 13  | 9   |
| feet        | 12  | 10 | floor       | 15   | 11  | fourth       | 8   | 6   |
| feets       | 2   | 2  | Florida     | 10   | 6   | Frankenstein | 3   | 3   |
| fell        | 20  | 17 | flour       | 2    | 2   | frankly      | 2   | 2   |
| fellow      | 69  | 38 | flower      | 4    | 4   | free         | 15  | 11  |
| fellows     | 8   | 7  | flowers     | 15   | 10  | freedom      | 2   | 2   |
| felt        | 10  | 9  | fog         | 4    | 4   | freeze       | 2   | 2   |
| fence       | 11  | 8  | foggy       | 7    | 5   | fresh        | 2   | 2   |
| fever       | 2   | 2  | fold        | 4    | 4   | Friday       | 8   | 8   |
| few         | 47  | 31 | folded      | 15   | 12  | friend       | 86  | 51  |
| fiction     | 2   | 2  | folk        | 3    | 2   | friend's     | 4   | 4   |
| fiddle      | 15  | 9  | folks       | 15   | 10  | friendly     | 6   | 5   |
| field       | 60  | 42 | folks'      | 3    | 3   | friends      | 86  | 53  |
| fields      | 9   | 6  | follow      | 5    | 5   | friends'     | 2   | 2   |
| fifteen     | 15  | 11 | following   | 2    | 2   | frighten     | 3   | 2   |
| fifth       | 10  | 5  | food        | 78   | 45  | frightened   | 13  | 8   |
| fifty       | 15  | 10 | fool        | 4    | 4   | frightening  | 9   | 2   |
| fifty-three | 5   | 3  | fooled      | 2    | 2   | from         | 580 | 115 |
| fifty-two   | 4   | 3  | fooling     | 2    | 2   | front        | 44  | 32  |
| fight       | 44  | 30 | foot        | 3    | 3   | frowned      | 2   | 2   |
| fighter     | 4   | 2  | football    | 11   | 8   | froze        | 7   | 2   |
| fighting    | 54  | 27 | for         | 1276 | 125 | fruit        | 12  | 5   |
| fight       | 3   | 3  | force       | 5    | 4   | fruits       | 2   | 2   |
| figure      | 91  | 45 | forced      | 2    | 2   | full         | 19  | 16  |
| figured     | 14  | 12 | forcing     | 2    | 2   | fully        | 6   | 6   |
| figuring    | 8   | 6  | foreground  | 2    | 2   | fumes        | 3   | 2   |
| fill        | 20  | 9  | forehead    | 3    | 3   | fun          | 25  | 15  |
| filled      | 6   | 6  | foreign     | 9    | 6   | funds        | 2   | 2   |
| finally     | 22  | 14 | foreman     | 3    | 2   | funeral      | 12  | 4   |
| find        | 154 | 72 | forest      | 52   | 32  | funny        | 23  | 17  |
| fine        | 26  | 18 | forget      | 39   | 25  | further      | 7   | 6   |
| finger      | 8   | 7  | forgot      | 11   | 9   | fuss         | 9   | 4   |
| fingers     | 12  | 7  | forgotten   | 3    | 3   | fussing      | 15  | 7   |
| finish      | 53  | 34 | form        | 4    | 3   | future       | 25  | 12  |
| finished    | 15  | 12 | formed      | 3    | 3   | game         | 25  | 14  |
| fire        | 16  | 9  | former      | 2    | 2   | games        | 22  | 16  |
| first       | 160 | 70 | fort        | 2    | 2   | gang         | 20  | 8   |
| fish        | 29  | 14 | forth       | 18   | 13  | gangs        | 11  | 6   |
| fisherman   | 2   | 2  | fortunate   | 2    | 2   | garbage      | 8   | 2   |
| fishes      | 2   | 2  | fortune     | 4    | 2   | garden       | 9   | 6   |

| Word       | F    | R   | Word           | F   | R  | Word         | F    | R   |
|------------|------|-----|----------------|-----|----|--------------|------|-----|
| gardens    | 2    | 2   | governor       | 7   | 5  | had          | 585  | 114 |
| gas        | 6    | 6   | grab           | 5   | 5  | hadn't       | 18   | 13  |
| gather     | 6    | 4   | grade          | 25  | 16 | hair         | 34   | 17  |
| gathering  | 2    | 2   | grades         | 11  | 9  | half         | 33   | 23  |
| gave       | 33   | 19  | graduate       | 5   | 5  | hall         | 14   | 7   |
| gay        | 3    | 2   | grandbaby      | 4   | 2  | hand         | 250  | 95  |
| gee        | 10   | 9   | grandchildren  | 10  | 5  | handcuffed   | 3    | 2   |
| general    | 8    | 8   | grandchildrens | 4   | 3  | handkerchief | 3    | 2   |
| generally  | 2    | 2   | grandfather    | 3   | 2  | handle       | 7    | 5   |
| generation | 6    | 4   | grandkids      | 6   | 2  | hands        | 107  | 52  |
| gentleman  | 26   | 15  | grandmother    | 9   | 7  | hang         | 8    | 7   |
| gentlemen  | 7    | 5   | grandson       | 2   | 2  | hanging      | 36   | 27  |
| George     | 8    | 4   | grass          | 33  | 22 | hangover     | 4    | 4   |
| Georgia    | 7    | 6   | grave          | 39  | 28 | happen       | 109  | 58  |
| get        | 1549 | 127 | graves         | 7   | 6  | happened     | 105  | 54  |
| gets       | 42   | 25  | graveyard      | 50  | 30 | happening    | 41   | 30  |
| getting    | 171  | 80  | graveyards     | 3   | 3  | happens      | 3    | 3   |
| ghetto     | 14   | 12  | gray           | 5   | 4  | happier      | 3    | 3   |
| ghettos    | 5    | 5   | greasy         | 2   | 2  | happy        | 162  | 62  |
| ghost      | 18   | 10  | great          | 36  | 20 | hard         | 219  | 81  |
| giants     | 3    | 3   | greatest       | 2   | 2  | harder       | 5    | 4   |
| girl       | 244  | 91  | green          | 9   | 8  | hardly       | 47   | 30  |
| girl's     | 8    | 8   | grew           | 9   | 6  | harness      | 2    | 2   |
| girls      | 29   | 18  | grief          | 7   | 5  | harnesses    | 4    | 4   |
| give       | 241  | 81  | grieving       | 3   | 3  | has          | 304  | 88  |
| given      | 10   | 9   | grocery        | 3   | 2  | hasn't       | 12   | 10  |
| gives      | 8    | 7   | ground         | 31  | 20 | hat          | 42   | 29  |
| giving     | 63   | 42  | group          | 5   | 2  | hate         | 35   | 19  |
| glad       | 28   | 16  | grove          | 2   | 2  | hating       | 3    | 3   |
| glasses    | 5    | 3   | grow           | 25  | 18 | hatred       | 2    | 2   |
| gloomy     | 3    | 3   | growed         | 5   | 5  | have         | 2199 | 127 |
| glory      | 2    | 2   | growing        | 11  | 8  | haven't      | 72   | 48  |
| gloves     | 13   | 10  | grown          | 21  | 12 | having       | 111  | 62  |
| go         | 1342 | 124 | grownups       | 2   | 2  | Hawaii       | 2    | 2   |
| goal       | 6    | 4   | grows          | 3   | 3  | hay          | 5    | 4   |
| God        | 45   | 26  | grudge         | 2   | 2  | he           | 5348 | 128 |
| goes       | 37   | 31  | guard          | 17  | 8  | he'd         | 32   | 21  |
| going      | 828  | 123 | guess          | 268 | 75 | he'll        | 165  | 65  |
| gold       | 4    | 2   | guiding        | 3   | 2  | he's         | 1959 | 126 |
| gone       | 54   | 34  | guilt          | 2   | 2  | head         | 148  | 69  |
| gonna      | 238  | 74  | guilty         | 2   | 2  | headache     | 8    | 6   |
| good       | 484  | 114 | guitar         | 50  | 32 | headaches    | 2    | 2   |
| good-bye   | 2    | 2   | guitars        | 2   | 2  | headed       | 4    | 4   |
| goodness   | 7    | 6   | gun            | 40  | 31 | heads        | 4    | 4   |
| gosh       | 3    | 3   | guns           | 2   | 2  | headstart    | 9    | 4   |
| gospel     | 2    | 2   | gunsmoke       | 6   | 4  | headstone    | 5    | 3   |
| got        | 1282 | 123 | guy            | 66  | 30 | headstones   | 3    | 2   |
| gotta      | 4    | 2   | guy's          | 2   | 2  | headway      | 2    | 2   |
| gotten     | 9    | 9   | guys           | 22  | 12 | heal         | 5    | 4   |
| government | 50   | 26  | habit          | 2   | 2  | healing      | 3    | 3   |

| Word        | F    | R   | Word      | F   | R   | Word         | F     | R   |
|-------------|------|-----|-----------|-----|-----|--------------|-------|-----|
| health      | 15   | 10  | holds     | 4   | 3   | husbands     | 6     | 4   |
| healthy     | 5    | 5   | holes     | 4   | 4   | hypnosis     | 2     | 2   |
| heap        | 4    | 2   | holler    | 4   | 4   | hypnotize    | 11    | 8   |
| hear        | 76   | 47  | hollered  | 3   | 3   | hypnotizing  | 5     | 3   |
| heard       | 43   | 25  | hollering | 8   | 5   | I            | 10155 | 128 |
| hearing     | 6    | 6   | Hollywood | 3   | 2   | I'd          | 270   | 80  |
| hears       | 2    | 2   | holy      | 5   | 4   | I'll         | 115   | 58  |
| heart       | 50   | 27  | home      | 358 | 105 | I'm          | 451   | 107 |
| heartbroken | 10   | 5   | homemade  | 2   | 2   | I've         | 87    | 47  |
| heat        | 2    | 2   | homes     | 22  | 17  | IBM          | 3     | 3   |
| heaven      | 2    | 2   | homework  | 5   | 4   | ice          | 9     | 5   |
| heavy       | 9    | 6   | honest    | 8   | 5   | idea         | 28    | 22  |
| heck        | 4    | 3   | honey     | 2   | 2   | ideas        | 18    | 14  |
| heights     | 5    | 4   | hooked    | 3   | 2   | if           | 1254  | 126 |
| held        | 6    | 5   | hope      | 76  | 37  | ignoring     | 6     | 3   |
| hell        | 5    | 4   | hopes     | 5   | 2   | ill          | 18    | 12  |
| help        | 433  | 105 | hoping    | 9   | 8   | Illinois     | 2     | 2   |
| helped      | 13   | 11  | horse     | 51  | 35  | illness      | 2     | 2   |
| helping     | 27   | 24  | horses    | 28  | 21  | imagine      | 34    | 19  |
| helps       | 13   | 11  | hospital  | 121 | 55  | impatient    | 3     | 2   |
| her         | 2018 | 126 | hospitals | 4   | 4   | important    | 40    | 22  |
| here        | 980  | 121 | hot       | 30  | 15  | impossible   | 6     | 5   |
| here's      | 46   | 20  | hotel     | 4   | 2   | impress      | 2     | 2   |
| Herman      | 2    | 2   | hour      | 12  | 11  | impression   | 5     | 5   |
| hers        | 3    | 3   | hours     | 15  | 10  | improve      | 6     | 6   |
| herself     | 24   | 18  | house     | 272 | 91  | improved     | 9     | 7   |
| hey         | 3    | 3   | houses    | 50  | 32  | improving    | 3     | 2   |
| hid         | 8    | 5   | housewife | 2   | 2   | in           | 3482  | 128 |
| hide        | 4    | 4   | housework | 2   | 2   | inch         | 3     | 2   |
| hiding      | 7    | 7   | housing   | 11  | 8   | income       | 6     | 4   |
| high        | 100  | 47  | how       | 413 | 106 | independent  | 3     | 3   |
| higher      | 10   | 5   | how's     | 2   | 2   | Indian       | 3     | 2   |
| highest     | 2    | 2   | however   | 5   | 4   | Indiana      | 3     | 2   |
| highway     | 9    | 4   | hug       | 3   | 2   | Indians      | 4     | 3   |
| hill        | 2    | 2   | huge      | 2   | 2   | individual   | 4     | 3   |
| hills       | 10   | 9   | hugging   | 4   | 4   | information  | 6     | 3   |
| him         | 1652 | 128 | huh       | 2   | 2   | inside       | 35    | 20  |
| himself     | 99   | 55  | human     | 14  | 9   | insist       | 4     | 2   |
| hip         | 2    | 2   | humans    | 3   | 3   | insisted     | 2     | 2   |
| hire        | 5    | 5   | hundred   | 33  | 16  | insisting    | 3     | 3   |
| hired       | 2    | 2   | hung      | 4   | 3   | instance     | 14    | 13  |
| his         | 1592 | 127 | hungry    | 51  | 35  | instant      | 2     | 2   |
| hissself    | 27   | 14  | hunt      | 8   | 7   | instead      | 29    | 21  |
| history     | 5    | 3   | hunter    | 3   | 3   | instructions | 2     | 2   |
| hit         | 44   | 24  | hunting   | 57  | 31  | instructor   | 6     | 4   |
| hitting     | 2    | 2   | hurry     | 4   | 4   | instrument   | 13    | 9   |
| hobby       | 3    | 2   | hurt      | 106 | 58  | intelligent  | 4     | 3   |
| hogs        | 4    | 4   | hurting   | 19  | 15  | intending    | 4     | 3   |
| hold        | 57   | 39  | hurts     | 3   | 3   | interest     | 7     | 6   |
| holding     | 123  | 63  | husband   | 173 | 67  | interested   | 60    | 35  |

| Word        | F    | R   | Word      | F    | R   | Word       | F   | R  |
|-------------|------|-----|-----------|------|-----|------------|-----|----|
| interesting | 33   | 17  | keeps     | 13   | 10  | later      | 38  | 29 |
| intern      | 3    | 2   | Kennedy   | 8    | 6   | laugh      | 4   | 4  |
| into        | 129  | 62  | kept      | 24   | 18  | Laugh-in   | 2   | 2  |
| involved    | 15   | 10  | key       | 6    | 6   | laughing   | 4   | 4  |
| iron        | 3    | 2   | keypunch  | 2    | 2   | laundromat | 6   | 2  |
| Ironside    | 3    | 3   | keys      | 9    | 5   | laundry    | 6   | 5  |
| is          | 2818 | 128 | kid       | 78   | 32  | law        | 18  | 12 |
| isn't       | 56   | 33  | kids      | 219  | 64  | lawyer     | 18  | 8  |
| it          | 4400 | 128 | kill      | 50   | 32  | lawyers    | 2   | 2  |
| it'd        | 14   | 13  | killed    | 63   | 35  | lay        | 20  | 15 |
| it'll       | 23   | 12  | killing   | 24   | 14  | laying     | 111 | 59 |
| it's        | 1218 | 123 | kin       | 10   | 5   | lead       | 2   | 2  |
| its         | 2    | 2   | kind      | 495  | 108 | leader     | 3   | 3  |
| itself      | 6    | 5   | kinda     | 46   | 19  | leaders    | 3   | 2  |
| jacket      | 4    | 3   | kinds     | 12   | 9   | leading    | 3   | 3  |
| Jackie      | 3    | 2   | king      | 14   | 11  | league     | 4   | 2  |
| Jackson     | 3    | 2   | kissing   | 3    | 3   | leaning    | 15  | 12 |
| jail        | 12   | 10  | kitchen   | 8    | 8   | learn      | 140 | 67 |
| jails       | 2    | 2   | knee      | 5    | 4   | learned    | 24  | 19 |
| Jamaica     | 2    | 2   | kneeling  | 15   | 10  | learning   | 32  | 22 |
| James       | 7    | 6   | knees     | 15   | 11  | leased     | 33  | 25 |
| January     | 2    | 2   | knew      | 25   | 12  | leave      | 101 | 57 |
| jaw         | 6    | 6   | knife     | 14   | 11  | leaves     | 9   | 6  |
| jaws        | 2    | 2   | knob      | 3    | 2   | leaving    | 21  | 18 |
| jealous     | 2    | 2   | knock     | 6    | 4   | Lee        | 7   | 3  |
| jeans       | 4    | 3   | knocked   | 4    | 4   | left       | 98  | 57 |
| Jerusalem   | 3    | 2   | knocking  | 7    | 6   | leg        | 12  | 8  |
| Jesus       | 8    | 5   | knocks    | 2    | 2   | legal      | 4   | 2  |
| jive        | 3    | 3   | know      | 3426 | 128 | legs       | 12  | 5  |
| job         | 313  | 89  | knowed    | 14   | 8   | length     | 4   | 4  |
| jobs        | 88   | 49  | knowing   | 9    | 8   | less       | 30  | 13 |
| Joe         | 2    | 2   | knowledge | 5    | 4   | lesson     | 16  | 10 |
| John        | 7    | 4   | known     | 5    | 3   | lessons    | 18  | 12 |
| Johnson     | 2    | 2   | knows     | 21   | 13  | let        | 181 | 76 |
| join        | 5    | 5   | lacking   | 3    | 2   | let's      | 64  | 40 |
| joined      | 2    | 2   | ladies    | 19   | 15  | letter     | 18  | 13 |
| Jones       | 13   | 9   | lady      | 315  | 98  | letters    | 3   | 3  |
| judge       | 6    | 5   | lady's    | 14   | 13  | letting    | 5   | 4  |
| Julie       | 8    | 3   | laid      | 7    | 6   | level      | 8   | 7  |
| July        | 8    | 6   | lake      | 44   | 26  | levels     | 4   | 2  |
| jump        | 10   | 9   | lakes     | 2    | 2   | Lewis      | 7   | 4  |
| jumped      | 10   | 5   | lamp      | 20   | 14  | liable     | 10  | 6  |
| jumping     | 7    | 5   | land      | 18   | 13  | library    | 4   | 4  |
| June        | 10   | 7   | landlord  | 3    | 3   | license    | 8   | 4  |
| jungle      | 4    | 3   | lap       | 3    | 3   | lie        | 3   | 3  |
| junior      | 2    | 2   | large     | 20   | 13  | lied       | 2   | 2  |
| just        | 1641 | 125 | larger    | 5    | 5   | lies       | 2   | 2  |
| justified   | 3    | 2   | last      | 60   | 38  | life       | 185 | 77 |
| keep        | 156  | 68  | late      | 56   | 29  | lifetime   | 4   | 3  |
| keeping     | 11   | 11  | lately    | 4    | 3   | light      | 49  | 31 |

| Word        | F    | R   | Word        | F    | R   | Word        | F   | R   |
|-------------|------|-----|-------------|------|-----|-------------|-----|-----|
| lights      | 22   | 12  | Lucy        | 5    | 3   | meat        | 6   | 2   |
| like        | 5348 | 128 | lunch       | 17   | 9   | mechanic    | 4   | 2   |
| liked       | 22   | 18  | Luther      | 7    | 6   | medical     | 2   | 2   |
| likely      | 11   | 10  | lying       | 36   | 17  | medicine    | 10  | 7   |
| likes       | 44   | 27  | ma'am       | 4    | 2   | meet        | 31  | 21  |
| liking      | 4    | 4   | machine     | 16   | 8   | meeting     | 12  | 9   |
| line        | 21   | 18  | machines    | 7    | 5   | meetings    | 3   | 2   |
| lip         | 3    | 2   | Mack        | 5    | 2   | members     | 4   | 2   |
| listed      | 2    | 2   | mad         | 132  | 37  | memories    | 2   | 2   |
| listen      | 149  | 54  | made        | 113  | 56  | memorize    | 2   | 2   |
| listening   | 46   | 27  | maid        | 6    | 3   | Memphis     | 5   | 4   |
| little      | 602  | 115 | main        | 39   | 19  | men         | 58  | 40  |
| live        | 255  | 87  | mainly      | 5    | 2   | mens        | 45  | 33  |
| lived       | 18   | 13  | majority    | 4    | 3   | mentally    | 2   | 2   |
| lives       | 12   | 9   | make        | 469  | 114 | mention     | 2   | 2   |
| living      | 97   | 49  | makes       | 35   | 23  | mercy       | 4   | 3   |
| load        | 2    | 2   | making      | 51   | 33  | mess        | 9   | 8   |
| loaf        | 2    | 2   | mama        | 23   | 13  | messed      | 9   | 5   |
| lock        | 4    | 4   | mama's      | 2    | 2   | messing     | 4   | 4   |
| locked      | 38   | 19  | man         | 971  | 123 | met         | 10  | 8   |
| locks       | 4    | 3   | man's       | 29   | 23  | Mexican     | 2   | 2   |
| lonely      | 37   | 22  | manage      | 5    | 4   | Michigan    | 5   | 3   |
| lonesome    | 32   | 21  | management  | 4    | 3   | middle      | 12  | 12  |
| long        | 147  | 71  | Mannix      | 3    | 3   | might       | 697 | 102 |
| longer      | 9    | 8   | mans        | 4    | 3   | mighty      | 13  | 12  |
| look        | 2495 | 124 | many        | 165  | 65  | mile        | 4   | 2   |
| looked      | 27   | 21  | map         | 2    | 2   | miles       | 10  | 7   |
| looking     | 446  | 100 | march       | 2    | 2   | milk        | 2   | 2   |
| looks       | 677  | 96  | marks       | 4    | 2   | million     | 7   | 5   |
| loose       | 11   | 5   | marriage    | 4    | 3   | millions    | 4   | 3   |
| Lord        | 64   | 22  | married     | 66   | 35  | mind        | 204 | 83  |
| Lord's      | 4    | 4   | marry       | 4    | 4   | minds       | 3   | 3   |
| Lordy       | 3    | 2   | Martin      | 9    | 6   | mine        | 32  | 25  |
| Los Angeles | 5    | 3   | Mary        | 9    | 4   | minister    | 21  | 14  |
| lose        | 14   | 12  | mask        | 3    | 3   | minister's  | 2   | 2   |
| losing      | 5    | 5   | mason       | 4    | 4   | minute      | 12  | 10  |
| loss        | 4    | 2   | master      | 3    | 3   | minutes     | 11  | 11  |
| lost        | 71   | 40  | material    | 5    | 4   | miracle     | 7   | 2   |
| lot         | 482  | 99  | math        | 13   | 10  | mirror      | 4   | 2   |
| lots        | 71   | 36  | mathematics | 3    | 3   | miserable   | 3   | 3   |
| loud        | 3    | 2   | matter      | 25   | 15  | miss        | 30  | 17  |
| love        | 224  | 64  | may         | 281  | 68  | missed      | 7   | 6   |
| loved       | 10   | 9   | maybe       | 1024 | 113 | missing     | 2   | 2   |
| lover       | 3    | 3   | mayor       | 4    | 3   | mission     | 3   | 2   |
| loves       | 6    | 5   | me          | 1386 | 123 | missionary  | 5   | 2   |
| loving      | 2    | 2   | meal        | 3    | 3   | Mississippi | 17  | 11  |
| low         | 25   | 20  | meals       | 3    | 2   | mistake     | 14  | 10  |
| lower       | 11   | 9   | mean        | 321  | 80  | mistakes    | 3   | 2   |
| luck        | 4    | 3   | means       | 8    | 8   | mister      | 2   | 2   |
| lucky       | 2    | 2   | meant       | 4    | 4   | mistreated  | 2   | 2   |

| Word           | F   | R   | Word          | F   | R  | Word          | F    | R   |
|----------------|-----|-----|---------------|-----|----|---------------|------|-----|
| misunderstand- |     |     | name          | 86  | 44 | no            | 826  | 122 |
| ing            | 4   | 4   | names         | 6   | 6  | nobody        | 77   | 39  |
| mix            | 2   | 2   | nap           | 8   | 7  | nobody's      | 3    | 3   |
| mixed          | 2   | 2   | narcotics     | 2   | 2  | noise         | 5    | 3   |
| mixing         | 3   | 3   | nasty         | 6   | 3  | nonviolence   | 3    | 2   |
| moaning        | 2   | 2   | national      | 4   | 4  | none          | 21   | 18  |
| mod            | 7   | 5   | natural       | 5   | 5  | north         | 9    | 7   |
| model          | 4   | 2   | naturally     | 6   | 4  | not           | 871  | 122 |
| moment         | 6   | 4   | nature        | 5   | 4  | note          | 2    | 2   |
| mommy          | 10  | 7   | near          | 37  | 19 | notes         | 2    | 2   |
| Monday         | 9   | 9   | nearby        | 6   | 5  | nothing       | 255  | 82  |
| Mondays        | 3   | 2   | nearest       | 2   | 2  | notice        | 5    | 4   |
| money          | 195 | 57  | neat          | 2   | 2  | noticed       | 2    | 2   |
| month          | 16  | 13  | neatly        | 3   | 2  | now           | 839  | 118 |
| months         | 35  | 22  | necessary     | 8   | 8  | nowadays      | 8    | 8   |
| moon           | 13  | 9   | necessities   | 2   | 2  | nowhere       | 12   | 11  |
| more           | 437 | 103 | neck          | 7   | 7  | number        | 16   | 10  |
| morning        | 58  | 32  | necktie       | 8   | 5  | nurse         | 105  | 47  |
| most           | 86  | 48  | need          | 161 | 61 | nurse's       | 26   | 13  |
| mostly         | 50  | 31  | needed        | 8   | 6  | nurses        | 8    | 4   |
| mother         | 544 | 111 | needle        | 2   | 2  | nursing       | 10   | 8   |
| mother's       | 44  | 27  | needs         | 32  | 23 | o'clock       | 39   | 23  |
| mothers        | 14  | 12  | neglected     | 2   | 2  | obey          | 4    | 3   |
| motor          | 4   | 3   | Negro         | 4   | 4  | object        | 2    | 2   |
| mountain       | 5   | 3   | Negroes       | 7   | 5  | occupation    | 3    | 2   |
| mountains      | 9   | 7   | neighbor      | 6   | 4  | October       | 2    | 2   |
| mourning       | 7   | 5   | neighbor's    | 2   | 2  | of            | 2900 | 128 |
| moustache      | 3   | 2   | neighborhood  | 36  | 19 | off           | 210  | 94  |
| mouth          | 58  | 39  | neighborhoods | 4   | 4  | offer         | 4    | 3   |
| move           | 28  | 20  | neighbors     | 6   | 6  | office        | 46   | 22  |
| moved          | 8   | 5   | neither       | 9   | 7  | often         | 10   | 10  |
| movie          | 11  | 6   | nerves        | 10  | 6  | oh            | 444  | 104 |
| movies         | 19  | 15  | nervous       | 12  | 9  | OK            | 58   | 31  |
| moving         | 19  | 13  | never         | 160 | 69 | old           | 197  | 76  |
| Mr.            | 41  | 14  | new           | 57  | 32 | old-fashioned | 9    | 4   |
| Mrs.           | 36  | 12  | newborn       | 2   | 2  | olden         | 4    | 4   |
| much           | 425 | 104 | news          | 55  | 30 | older         | 45   | 27  |
| mule           | 16  | 13  | newspaper     | 4   | 3  | oldest        | 25   | 14  |
| mules          | 6   | 6   | next          | 86  | 48 | on            | 1992 | 128 |
| murder         | 11  | 4   | nice          | 203 | 69 | once          | 46   | 32  |
| murdered       | 4   | 4   | nicely        | 2   | 2  | one           | 1105 | 127 |
| murderer       | 2   | 2   | nickel        | 4   | 2  | one's         | 10   | 7   |
| muscle         | 4   | 3   | Nigeria       | 3   | 2  | ones          | 40   | 27  |
| music          | 72  | 43  | night         | 186 | 74 | only          | 155  | 69  |
| musical        | 6   | 4   | nights        | 15  | 13 | onto          | 3    | 3   |
| musician       | 19  | 12  | nighttime     | 5   | 5  | open          | 77   | 48  |
| mist           | 168 | 61  | nine          | 29  | 23 | opened        | 8    | 7   |
| my             | 962 | 117 | nineteen      | 14  | 9  | opening       | 5    | 4   |
| myself         | 136 | 65  | Nixon         | 6   | 4  | operate       | 14   | 12  |
| naked          | 3   | 3   | Nixon's       | 2   | 2  | operated      | 10   | 7   |

| Word          | F    | R   | Word         | F   | R   | Word        | F   | R  |
|---------------|------|-----|--------------|-----|-----|-------------|-----|----|
| operating     | 53   | 33  | part-time    | 2   | 2   | pillow      | 4   | 3  |
| operation     | 51   | 31  | participate  | 3   | 3   | pills       | 4   | 3  |
| operator      | 4    | 4   | particular   | 25  | 12  | pitiful     | 13  | 9  |
| opinion       | 34   | 15  | particularly | 4   | 3   | place       | 225 | 88 |
| opportunities | 2    | 2   | parties      | 2   | 2   | places      | 61  | 40 |
| opportunity   | 30   | 17  | parts        | 18  | 15  | plain       | 7   | 6  |
| opposite      | 3    | 2   | party        | 7   | 4   | plan        | 11  | 9  |
| or            | 2402 | 127 | pass         | 36  | 26  | planned     | 2   | 2  |
| order         | 19   | 10  | passed       | 40  | 26  | planning    | 10  | 7  |
| organ         | 4    | 3   | passing      | 6   | 6   | plans       | 2   | 2  |
| organization  | 6    | 2   | past         | 9   | 8   | plant       | 13  | 11 |
| orphan        | 6    | 4   | pastor       | 8   | 7   | plantation  | 3   | 2  |
| other         | 386  | 109 | pat          | 3   | 3   | planting    | 7   | 7  |
| others        | 19   | 15  | patience     | 2   | 2   | plants      | 9   | 6  |
| otherwise     | 13   | 10  | patient      | 26  | 19  | play        | 297 | 92 |
| ought         | 16   | 15  | patient's    | 2   | 2   | played      | 20  | 12 |
| our           | 71   | 36  | patients     | 7   | 6   | player      | 14  | 11 |
| ourselves     | 4    | 4   | pay          | 88  | 38  | playing     | 72  | 45 |
| out           | 1531 | 128 | paying       | 40  | 28  | plays       | 20  | 11 |
| outdoors      | 4    | 2   | pays         | 3   | 2   | plead       | 2   | 2  |
| outlook       | 2    | 2   | peace        | 11  | 7   | pleading    | 9   | 7  |
| outside       | 65   | 38  | peaceful     | 2   | 2   | pleasant    | 12  | 9  |
| outskirts     | 7    | 5   | pennies      | 3   | 2   | please      | 23  | 19 |
| over          | 531  | 116 | pension      | 3   | 3   | pleased     | 21  | 9  |
| overalls      | 3    | 3   | people       | 688 | 103 | plenty      | 6   | 6  |
| overcoat      | 3    | 2   | people's     | 22  | 20  | plow        | 16  | 7  |
| overcome      | 6    | 6   | peoples      | 268 | 68  | plowing     | 31  | 22 |
| overcrowded   | 2    | 2   | pep          | 2   | 2   | plus        | 4   | 4  |
| overhead      | 2    | 2   | perform      | 2   | 2   | pocket      | 13  | 8  |
| overnight     | 2    | 2   | performing   | 8   | 7   | pocketbook  | 6   | 3  |
| overseas      | 11   | 7   | perhaps      | 50  | 9   | pockets     | 3   | 2  |
| overtake      | 3    | 3   | period       | 17  | 8   | point       | 13  | 8  |
| own           | 81   | 45  | permission   | 2   | 2   | pointed     | 2   | 2  |
| owns          | 3    | 2   | Perry        | 5   | 5   | poked       | 4   | 3  |
| pacify        | 2    | 2   | person       | 226 | 68  | pole        | 8   | 8  |
| pack          | 2    | 2   | person's     | 8   | 7   | police      | 32  | 17 |
| paddle        | 9    | 7   | personal     | 5   | 4   | policeman   | 12  | 5  |
| pages         | 2    | 2   | persuade     | 6   | 4   | polish      | 2   | 2  |
| paid          | 5    | 4   | Peyton       | 4   | 3   | pond        | 5   | 4  |
| pain          | 12   | 8   | phone        | 5   | 5   | ponds       | 2   | 2  |
| pair          | 8    | 7   | piano        | 11  | 5   | pool        | 5   | 5  |
| Panthers      | 3    | 3   | pick         | 60  | 36  | pooped      | 2   | 2  |
| pants         | 16   | 14  | picked       | 10  | 7   | poor        | 125 | 67 |
| papa          | 2    | 2   | picking      | 15  | 11  | poorly      | 2   | 2  |
| paper         | 25   | 14  | picnic       | 8   | 8   | popular     | 3   | 2  |
| papers        | 5    | 5   | picture      | 392 | 84  | porch       | 42  | 35 |
| pardon        | 12   | 8   | picture's    | 4   | 3   | porches     | 3   | 2  |
| parents       | 83   | 39  | pictures     | 75  | 34  | pork        | 2   | 2  |
| park          | 30   | 15  | piece        | 22  | 14  | position    | 20  | 13 |
| part          | 56   | 39  | pieces       | 2   | 2   | possibility | 2   | 2  |

| Word         | F   | R  | Word         | F   | R  | Word         | F   | R   |
|--------------|-----|----|--------------|-----|----|--------------|-----|-----|
| possible     | 22  | 12 | programs     | 27  | 16 | rag          | 5   | 4   |
| possibly     | 5   | 5  | progress     | 5   | 5  | ragged       | 3   | 2   |
| post         | 29  | 18 | progressed   | 3   | 2  | raggedy      | 8   | 6   |
| posts        | 2   | 2  | project      | 6   | 5  | rain         | 7   | 5   |
| pound        | 8   | 2  | projects     | 13  | 6  | raining      | 7   | 6   |
| pounds       | 3   | 2  | promise      | 4   | 3  | raise        | 35  | 20  |
| pouting      | 3   | 2  | pronounce    | 4   | 3  | raised       | 34  | 21  |
| poverty      | 2   | 2  | proper       | 10  | 8  | raising      | 8   | 5   |
| power        | 13  | 12 | properly     | 2   | 2  | ran          | 5   | 4   |
| practical    | 8   | 6  | property     | 4   | 4  | rap          | 3   | 2   |
| practically  | 6   | 5  | proposition  | 4   | 3  | raped        | 3   | 3   |
| practice     | 8   | 4  | prosper      | 2   | 2  | rather       | 50  | 36  |
| pray         | 71  | 31 | protect      | 5   | 3  | rats         | 4   | 3   |
| prayed       | 10  | 9  | protection   | 3   | 3  | reach        | 8   | 7   |
| prayer       | 43  | 24 | proud        | 5   | 4  | reaching     | 5   | 5   |
| prayers      | 13  | 9  | prove        | 3   | 3  | reaction     | 2   | 2   |
| praying      | 167 | 66 | provide      | 4   | 3  | read         | 180 | 56  |
| preach       | 2   | 2  | psychiatrist | 2   | 2  | reading      | 80  | 45  |
| preached     | 2   | 2  | public       | 3   | 2  | ready        | 62  | 37  |
| preacher     | 47  | 25 | pull         | 30  | 17 | real         | 145 | 63  |
| prefer       | 7   | 7  | pulled       | 8   | 6  | realize      | 9   | 7   |
| pregnant     | 6   | 4  | pulling      | 7   | 6  | really       | 515 | 102 |
| prepare      | 2   | 2  | punished     | 2   | 2  | reap         | 2   | 2   |
| preparing    | 4   | 3  | punishing    | 2   | 2  | reason       | 70  | 44  |
| present      | 6   | 6  | punishment   | 2   | 2  | reasons      | 3   | 3   |
| president    | 51  | 36 | push         | 6   | 5  | recipes      | 2   | 2   |
| presidents   | 5   | 3  | pushed       | 4   | 2  | reckon       | 14  | 10  |
| press        | 3   | 3  | pushing      | 3   | 2  | recognize    | 3   | 3   |
| pressing     | 2   | 2  | put          | 241 | 80 | recommend    | 2   | 2   |
| pressure     | 7   | 7  | puts         | 5   | 4  | record       | 8   | 8   |
| presume      | 6   | 4  | putting      | 25  | 21 | records      | 10  | 5   |
| pretending   | 3   | 3  | puzzled      | 2   | 2  | recover      | 9   | 8   |
| pretty       | 147 | 66 | puzzles      | 4   | 2  | red          | 6   | 6   |
| prevent      | 4   | 2  | qualified    | 10  | 7  | refused      | 4   | 4   |
| price        | 3   | 3  | qualify      | 5   | 5  | regardless   | 11  | 8   |
| prices       | 2   | 2  | quarrel      | 5   | 4  | registered   | 3   | 3   |
| priest       | 21  | 12 | quarreling   | 6   | 4  | regular      | 6   | 6   |
| principal    | 9   | 8  | quarter      | 10  | 8  | related      | 10  | 9   |
| print        | 7   | 3  | question     | 15  | 14 | relation     | 2   | 2   |
| prison       | 5   | 5  | questions    | 5   | 5  | relationship | 4   | 3   |
| prisoner     | 3   | 2  | quick        | 7   | 6  | relative     | 14  | 8   |
| private      | 7   | 6  | quiet        | 5   | 5  | relative's   | 2   | 2   |
| privilege    | 5   | 3  | quit         | 20  | 14 | relatives    | 11  | 11  |
| prize        | 2   | 2  | quite        | 75  | 42 | relax        | 9   | 7   |
| probably     | 561 | 90 | rabbit       | 2   | 2  | relaxing     | 6   | 5   |
| problem      | 92  | 41 | rabbits      | 7   | 4  | relief       | 8   | 8   |
| problems     | 52  | 34 | race         | 13  | 8  | religion     | 7   | 4   |
| professional | 4   | 3  | races        | 2   | 2  | religious    | 4   | 3   |
| professor    | 2   | 2  | racket       | 6   | 2  | rely         | 2   | 2   |
| program      | 107 | 57 | radio        | 27  | 11 | remain       | 2   | 2   |

| Word           | F   | R   | Word       | F    | R   | Word         | F    | R   |
|----------------|-----|-----|------------|------|-----|--------------|------|-----|
| remember       | 23  | 13  | rope       | 4    | 4   | score        | 3    | 3   |
| remind         | 3   | 3   | rose       | 3    | 2   | scratch      | 4    | 3   |
| reminds        | 7   | 7   | rotten     | 3    | 2   | scream       | 2    | 2   |
| remove         | 4   | 4   | rough      | 19   | 11  | screaming    | 2    | 2   |
| removing       | 5   | 3   | round      | 11   | 7   | scripture    | 2    | 2   |
| rent           | 35  | 16  | 'round     | 2    | 2   | search       | 4    | 4   |
| repair         | 4   | 3   | row        | 4    | 4   | season       | 7    | 5   |
| report         | 3   | 3   | rowboat    | 9    | 5   | seat         | 6    | 5   |
| represent      | 2   | 2   | rows       | 6    | 5   | seats        | 5    | 4   |
| require        | 4   | 2   | run        | 63   | 39  | second       | 17   | 11  |
| respect        | 8   | 6   | run-down   | 5    | 4   | secret       | 5    | 5   |
| responsibility | 6   | 4   | rundown    | 3    | 3   | secretary    | 7    | 5   |
| responsible    | 4   | 2   | running    | 44   | 30  | section      | 2    | 2   |
| rest           | 46  | 32  | runs       | 5    | 3   | security     | 7    | 5   |
| restaurant     | 3   | 3   | rush       | 4    | 3   | see          | 1361 | 126 |
| resting        | 15  | 14  | sack       | 7    | 2   | seeds        | 8    | 4   |
| retire         | 6   | 4   | sad        | 292  | 77  | seeing       | 18   | 16  |
| retired        | 2   | 2   | saddest    | 2    | 2   | seek         | 3    | 3   |
| retirement     | 2   | 2   | sadness    | 5    | 5   | seem         | 791  | 86  |
| return         | 3   | 2   | safe       | 4    | 3   | seemed       | 8    | 4   |
| review         | 3   | 2   | said       | 287  | 75  | seems        | 306  | 62  |
| rich           | 21  | 12  | salary     | 3    | 2   | seen         | 71   | 42  |
| rid            | 4   | 4   | salt       | 4    | 3   | sees         | 7    | 7   |
| ride           | 18  | 16  | Sam        | 2    | 2   | segregation  | 4    | 4   |
| ridiculous     | 2   | 2   | same       | 97   | 51  | seldom       | 2    | 2   |
| riding         | 19  | 16  | sand       | 2    | 2   | self         | 8    | 5   |
| rifle          | 12  | 8   | Sarah      | 6    | 2   | sell         | 7    | 4   |
| right          | 551 | 115 | sat        | 2    | 2   | selves       | 2    | 2   |
| rights         | 10  | 7   | satisfied  | 13   | 10  | senator      | 2    | 2   |
| rioting        | 3   | 3   | satisfy    | 3    | 3   | send         | 41   | 23  |
| riots          | 2   | 2   | Saturday   | 3    | 3   | sending      | 7    | 6   |
| rise           | 3   | 2   | Saturdays  | 3    | 3   | sense        | 20   | 14  |
| rising         | 2   | 2   | save       | 17   | 15  | senses       | 3    | 2   |
| rites          | 13  | 6   | saved      | 3    | 3   | sent         | 24   | 17  |
| river          | 9   | 8   | saw        | 38   | 24  | sentence     | 2    | 2   |
| rivers         | 2   | 2   | say        | 1072 | 118 | separate     | 5    | 3   |
| roaches        | 5   | 4   | saying     | 162  | 68  | separated    | 2    | 2   |
| road           | 7   | 5   | says       | 71   | 29  | September    | 3    | 3   |
| roads          | 2   | 2   | scare      | 2    | 2   | serious      | 16   | 9   |
| rob            | 3   | 3   | scared     | 35   | 20  | seriously    | 3    | 3   |
| robbing        | 6   | 5   | scary      | 8    | 5   | sermon       | 4    | 2   |
| robe           | 3   | 2   | scene      | 3    | 3   | service      | 19   | 15  |
| Robert         | 2   | 2   | scenery    | 7    | 6   | services     | 2    | 2   |
| rock           | 3   | 3   | school     | 795  | 120 | set          | 31   | 25  |
| rocks          | 2   | 2   | schoolgirl | 11   | 9   | setting      | 9    | 6   |
| roll           | 5   | 5   | schooling  | 6    | 3   | settle       | 4    | 4   |
| rolled         | 4   | 4   | schools    | 45   | 25  | settled      | 2    | 2   |
| rolling        | 4   | 2   | schoolwork | 3    | 3   | seven        | 38   | 21  |
| room           | 105 | 54  | science    | 3    | 3   | seven-thirty | 3    | 3   |
| rooms          | 4   | 4   | scolding   | 2    | 2   | seventeen    | 8    | 6   |

| Word      | F    | R   | Word        | F   | R  | Word        | F    | R   |
|-----------|------|-----|-------------|-----|----|-------------|------|-----|
| seventh   | 3    | 3   | showing     | 19  | 17 | slaves      | 2    | 2   |
| seventy   | 2    | 2   | shown       | 3   | 2  | sleep       | 64   | 35  |
| several   | 6    | 6   | shows       | 25  | 17 | sleeping    | 35   | 22  |
| sew       | 11   | 7   | shut        | 20  | 12 | sleepy      | 14   | 10  |
| sewing    | 35   | 15  | sick        | 263 | 94 | slide       | 2    | 2   |
| sex       | 12   | 7   | sickness    | 7   | 6  | slight      | 4    | 3   |
| shade     | 5    | 3   | side        | 67  | 38 | slightly    | 2    | 2   |
| shadow    | 3    | 2   | sidewalk    | 4   | 4  | slip        | 5    | 5   |
| shadows   | 5    | 2   | sight       | 6   | 5  | slipped     | 5    | 3   |
| shake     | 7    | 6   | sightseeing | 2   | 2  | slips       | 2    | 2   |
| shaking   | 2    | 2   | sign        | 21  | 10 | slow        | 6    | 5   |
| shall     | 4    | 2   | signed      | 15  | 11 | slum        | 5    | 4   |
| shame     | 10   | 7   | signing     | 3   | 2  | slums       | 7    | 4   |
| shape     | 19   | 14  | silent      | 2   | 2  | small       | 55   | 31  |
| sharp     | 3    | 3   | silly       | 3   | 3  | smaller     | 4    | 4   |
| she       | 3114 | 127 | similar     | 3   | 3  | smart       | 5    | 4   |
| she'd     | 20   | 12  | simple      | 2   | 2  | smash       | 2    | 2   |
| she'll    | 63   | 26  | since       | 107 | 56 | smile       | 13   | 7   |
| she's     | 915  | 110 | sincere     | 5   | 4  | smiles      | 3    | 2   |
| shed      | 3    | 2   | sing        | 49  | 10 | smiling     | 2    | 2   |
| shedding  | 3    | 3   | singer      | 9   | 6  | smoke       | 13   | 8   |
| sheet     | 6    | 5   | singing     | 44  | 21 | smoking     | 4    | 2   |
| sheets    | 3    | 3   | single      | 8   | 6  | smooth      | 2    | 2   |
| shine     | 4    | 3   | sings       | 3   | 3  | smother     | 13   | 10  |
| shingles  | 2    | 2   | sir         | 7   | 6  | snake       | 4    | 2   |
| shining   | 8    | 7   | sister      | 56  | 33 | sneak       | 2    | 2   |
| shirt     | 58   | 39  | sisters     | 12  | 11 | snow        | 61   | 33  |
| shirts    | 3    | 3   | sit         | 96  | 45 | snowing     | 17   | 12  |
| shock     | 5    | 4   | sits        | 3   | 3  | snowy       | 4    | 3   |
| shocked   | 4    | 3   | sitting     | 279 | 99 | so          | 1608 | 126 |
| shoe      | 6    | 5   | situation   | 10  | 7  | social      | 11   | 9   |
| shoes     | 44   | 37  | six         | 44  | 30 | socks       | 3    | 3   |
| shook     | 2    | 2   | six-thirty  | 2   | 2  | sofa        | 2    | 2   |
| shoot     | 8    | 7   | sixteen     | 7   | 7  | soldier     | 12   | 8   |
| shooting  | 14   | 9   | sixty       | 6   | 5  | soldiers    | 4    | 4   |
| shop      | 8    | 5   | sixty-eight | 2   | 2  | solve       | 16   | 12  |
| shopping  | 7    | 5   | sixty-five  | 6   | 5  | some        | 1021 | 126 |
| shops     | 3    | 2   | sixty-six   | 4   | 2  | somebody    | 264  | 81  |
| shore     | 2    | 2   | sixty-third | 2   | 2  | somebody's  | 8    | 7   |
| short     | 11   | 9   | size        | 10  | 8  | someday     | 5    | 4   |
| shorter   | 2    | 2   | skeleton    | 7   | 3  | somehow     | 8    | 7   |
| shot      | 92   | 52  | Skelton     | 3   | 3  | someone     | 209  | 73  |
| shotgun   | 14   | 6   | skin        | 4   | 3  | someone's   | 5    | 5   |
| shots     | 3    | 3   | skip        | 4   | 4  | someplace   | 63   | 36  |
| should    | 253  | 79  | sky         | 3   | 3  | something   | 1786 | 127 |
| shoulder  | 7    | 7   | slammed     | 6   | 5  | something's | 3    | 3   |
| shoulders | 4    | 4   | slap        | 3   | 2  | sometime    | 135  | 54  |
| shouldn't | 26   | 18  | slapped     | 6   | 4  | sometimes   | 95   | 43  |
| show      | 63   | 38  | slave       | 5   | 3  | someway     | 2    | 2   |
| showed    | 9    | 7   | slavery     | 3   | 2  | somewhat    | 3    | 3   |

| Word       | F   | R  | Word         | F   | R  | Word        | F  | R  |
|------------|-----|----|--------------|-----|----|-------------|----|----|
| somewhere  | 77  | 43 | staring      | 5   | 5  | street      | 78 | 41 |
| son        | 172 | 64 | stars        | 10  | 6  | street's    | 2  | 2  |
| son-in-law | 3   | 2  | start        | 96  | 52 | streets     | 28 | 18 |
| son's      | 4   | 4  | started      | 98  | 54 | strength    | 5  | 5  |
| song       | 14  | 10 | starting     | 6   | 6  | stretched   | 3  | 3  |
| songs      | 3   | 2  | starts       | 6   | 6  | stretcher   | 2  | 2  |
| sons       | 5   | 3  | starving     | 5   | 5  | stretchers  | 2  | 2  |
| soon       | 38  | 25 | state        | 19  | 17 | strict      | 4  | 4  |
| sooner     | 5   | 5  | states       | 20  | 15 | strike      | 5  | 3  |
| sorrow     | 7   | 6  | station      | 5   | 4  | string      | 7  | 4  |
| sorry      | 61  | 31 | statue       | 58  | 31 | strings     | 6  | 3  |
| sort       | 47  | 25 | stay         | 147 | 75 | strip       | 2  | 2  |
| sorta      | 3   | 3  | stayed       | 29  | 23 | stroke      | 4  | 2  |
| sorts      | 2   | 2  | staying      | 9   | 9  | strong      | 13 | 7  |
| soul       | 3   | 3  | stays        | 4   | 4  | stronger    | 3  | 3  |
| sound      | 15  | 10 | steady       | 4   | 4  | strongly    | 2  | 2  |
| sounds     | 4   | 3  | steal        | 12  | 6  | stubborn    | 2  | 2  |
| south      | 92  | 35 | stealing     | 8   | 5  | stuck       | 11 | 9  |
| southern   | 5   | 5  | steel        | 5   | 4  | student     | 11 | 7  |
| sowing     | 4   | 2  | step         | 15  | 12 | students    | 3  | 3  |
| space      | 6   | 4  | steps        | 33  | 26 | studies     | 2  | 2  |
| spare      | 7   | 5  | stick        | 12  | 11 | study       | 48 | 27 |
| speak      | 28  | 16 | sticking     | 6   | 4  | studying    | 48 | 26 |
| speaking   | 18  | 12 | stickup      | 3   | 2  | stuff       | 93 | 43 |
| speaks     | 2   | 2  | stiff        | 2   | 2  | stupid      | 3  | 3  |
| special    | 15  | 10 | still        | 156 | 64 | style       | 8  | 4  |
| speech     | 7   | 4  | stitches     | 3   | 2  | subject     | 2  | 2  |
| spell      | 11  | 7  | stock        | 4   | 2  | suburb      | 3  | 2  |
| spelling   | 7   | 6  | stole        | 9   | 4  | suburbs     | 5  | 4  |
| spend      | 11  | 9  | stomach      | 21  | 16 | succeed     | 4  | 4  |
| spending   | 6   | 5  | stone        | 10  | 9  | successful  | 6  | 4  |
| spirit     | 9   | 6  | stones       | 10  | 7  | such        | 43 | 26 |
| spiritual  | 7   | 5  | stood        | 3   | 3  | sucking     | 2  | 2  |
| spite      | 2   | 2  | stop         | 74  | 42 | sudden      | 4  | 4  |
| splendored | 2   | 2  | stopped      | 16  | 12 | suddenly    | 2  | 2  |
| spoke      | 3   | 3  | stopping     | 3   | 3  | suffer      | 7  | 6  |
| sport      | 4   | 4  | stops        | 4   | 3  | sugar       | 6  | 4  |
| sports     | 5   | 5  | store        | 27  | 18 | suggest     | 9  | 7  |
| spot       | 5   | 5  | stores       | 3   | 3  | suggesting  | 4  | 3  |
| spots      | 7   | 4  | stories      | 55  | 34 | suggestions | 2  | 2  |
| spring     | 30  | 20 | storm        | 10  | 8  | suit        | 10 | 6  |
| springtime | 8   | 8  | story        | 76  | 42 | suitcase    | 2  | 2  |
| squabble   | 2   | 2  | stove        | 2   | 2  | suits       | 3  | 3  |
| squad      | 6   | 4  | straight     | 22  | 18 | Sullivan    | 2  | 2  |
| stage      | 4   | 3  | straighten   | 15  | 11 | summer      | 31 | 23 |
| stamps     | 7   | 3  | straightened | 7   | 4  | summertime  | 20 | 11 |
| stand      | 45  | 34 | strange      | 11  | 6  | sun         | 14 | 12 |
| standing   | 269 | 94 | strangle     | 8   | 4  | Sunday      | 25 | 17 |
| stands     | 4   | 4  | strangled    | 2   | 2  | Sundays     | 6  | 3  |
| star       | 5   | 5  | stream       | 15  | 11 | sunshine    | 4  | 4  |

| Word         | F   | R   | Word        | F    | R   | Word        | F    | R   |
|--------------|-----|-----|-------------|------|-----|-------------|------|-----|
| supervisor   | 3   | 3   | tear        | 12   | 8   | they're     | 210  | 77  |
| supper       | 5   | 4   | tearing     | 7    | 5   | they's      | 38   | 25  |
| supplies     | 2   | 2   | tears       | 12   | 9   | they've     | 8    | 7   |
| support      | 16  | 11  | technician  | 2    | 2   | thick       | 13   | 7   |
| suppose      | 32  | 17  | teen-age    | 5    | 5   | thin        | 2    | 2   |
| supposed     | 50  | 27  | teen-ager   | 4    | 4   | thing       | 340  | 95  |
| sure         | 121 | 62  | teen-agers  | 12   | 8   | things      | 592  | 117 |
| surely       | 4   | 3   | teeth       | 2    | 2   | think       | 1252 | 125 |
| surgeon      | 3   | 2   | telegram    | 4    | 2   | thinking    | 282  | 83  |
| surgery      | 21  | 14  | telephone   | 9    | 6   | thinks      | 11   | 8   |
| surprised    | 4   | 3   | television  | 72   | 35  | third       | 10   | 8   |
| surrounded   | 2   | 2   | tell        | 465  | 106 | thirteen    | 7    | 6   |
| surrounding  | 3   | 3   | telling     | 143  | 74  | thirties    | 3    | 2   |
| surroundings | 2   | 2   | tells       | 12   | 10  | thirty      | 12   | 11  |
| survive      | 4   | 2   | temperature | 2    | 2   | thirty-five | 2    | 2   |
| swamp        | 8   | 7   | ten         | 28   | 21  | thirty-one  | 2    | 2   |
| swamps       | 4   | 3   | ten-thirty  | 2    | 2   | thirty-six  | 2    | 2   |
| swampy       | 2   | 2   | tend        | 8    | 4   | this        | 3164 | 126 |
| sweat        | 2   | 2   | tnesion     | 2    | 2   | those       | 193  | 84  |
| sweating     | 2   | 2   | term        | 4    | 2   | though      | 66   | 45  |
| sweet        | 2   | 2   | terms       | 2    | 2   | thought     | 69   | 48  |
| swim         | 11  | 6   | terrible    | 19   | 15  | thoughts    | 7    | 5   |
| swimming     | 18  | 11  | test        | 27   | 15  | thousand    | 10   | 5   |
| swing        | 4   | 2   | testing     | 4    | 4   | threaten    | 2    | 2   |
| swinging     | 2   | 2   | tests       | 11   | 7   | three       | 109  | 52  |
| table        | 65  | 36  | than        | 162  | 74  | thrill      | 2    | 2   |
| take         | 431 | 102 | thank       | 20   | 14  | throat      | 3    | 2   |
| taken        | 51  | 37  | thankful    | 3    | 3   | through     | 151  | 74  |
| takes        | 24  | 20  | that        | 3516 | 128 | throw       | 21   | 14  |
| taking       | 89  | 50  | that'd      | 4    | 4   | threw       | 9    | 7   |
| talent       | 3   | 2   | that'll     | 7    | 7   | throwing    | 3    | 2   |
| talk         | 216 | 79  | that's      | 1492 | 126 | thrown      | 3    | 3   |
| talked       | 19  | 14  | the         | 7821 | 128 | throws      | 4    | 3   |
| talker       | 2   | 2   | theater     | 3    | 2   | Thursday    | 6    | 4   |
| talking      | 255 | 92  | their       | 282  | 95  | tie         | 18   | 11  |
| talks        | 4   | 2   | theirs      | 2    | 2   | tied        | 17   | 10  |
| tall         | 15  | 11  | theirself   | 10   | 8   | ties        | 3    | 3   |
| tape         | 2   | 2   | themselves  | 3    | 2   | tight       | 2    | 2   |
| taught       | 11  | 5   | them        | 1138 | 125 | till        | 33   | 23  |
| taverns      | 3   | 2   | themselves  | 14   | 8   | time        | 432  | 103 |
| tax          | 8   | 4   | themselves  | 32   | 24  | times       | 76   | 38  |
| taxes        | 10  | 6   | then        | 493  | 107 | tired       | 62   | 30  |
| tea          | 2   | 2   | there       | 1400 | 125 | to          | 9463 | 128 |
| teach        | 47  | 24  | there'll    | 2    | 2   | today       | 102  | 44  |
| teacher      | 61  | 34  | there's     | 293  | 94  | together    | 114  | 59  |
| teacher's    | 6   | 4   | therefore   | 11   | 8   | told        | 208  | 72  |
| teachers     | 39  | 23  | these       | 328  | 103 | Tom         | 9    | 6   |
| teaches      | 9   | 5   | they        | 3219 | 128 | tomb        | 4    | 4   |
| teaching     | 10  | 6   | they'd      | 8    | 6   | tombs       | 4    | 3   |
| team         | 6   | 5   | they'll     | 58   | 32  | tombstone   | 14   | 11  |

| Word           | F   | R   | Word          | F    | R   | Word       | F    | R   |
|----------------|-----|-----|---------------|------|-----|------------|------|-----|
| tombstones     | 34  | 28  | turned        | 73   | 45  | usher      | 2    | 2   |
| tomorrow       | 16  | 16  | turning       | 7    | 7   | using      | 6    | 6   |
| tonight        | 6   | 3   | turns         | 10   | 8   | usual      | 2    | 2   |
| too            | 684 | 116 | TV            | 83   | 45  | usually    | 23   | 19  |
| took           | 30  | 23  | TV's          | 2    | 2   | vacant     | 4    | 3   |
| top            | 10  | 9   | twelfth       | 2    | 2   | vacation   | 7    | 5   |
| tore           | 3   | 3   | twelve        | 21   | 17  | valley     | 4    | 3   |
| torn           | 2   | 2   | twenty        | 10   | 9   | valuable   | 2    | 2   |
| touch          | 10  | 6   | twenty-five   | 5    | 5   | vampire    | 7    | 5   |
| tough          | 9   | 9   | twenty-four   | 3    | 3   | various    | 3    | 2   |
| tour           | 2   | 2   | twenty-one    | 6    | 6   | vegetables | 3    | 3   |
| toward         | 12  | 8   | twenty-six    | 3    | 2   | very       | 509  | 99  |
| towel          | 6   | 4   | twenty-two    | 4    | 4   | Vietnam    | 15   | 10  |
| towels         | 3   | 3   | twice         | 2    | 2   | view       | 4    | 2   |
| town           | 26  | 20  | two           | 288  | 96  | violence   | 7    | 5   |
| toys           | 4   | 4   | two-thirty    | 3    | 3   | violin     | 94   | 51  |
| track          | 4   | 4   | type          | 54   | 26  | visit      | 16   | 12  |
| trade          | 9   | 5   | typing        | 6    | 3   | visiting   | 12   | 7   |
| tragedy        | 5   | 4   | UB            | 2    | 2   | vocabulary | 4    | 2   |
| train          | 7   | 5   | uhhuh         | 35   | 6   | voice      | 4    | 3   |
| trained        | 3   | 2   | unable        | 3    | 2   | vote       | 2    | 2   |
| training       | 21  | 12  | uncared       | 2    | 2   | vowels     | 2    | 2   |
| trance         | 2   | 2   | uncle         | 8    | 7   | wagon      | 7    | 5   |
| transfer       | 2   | 2   | unconscious   | 4    | 2   | wait       | 49   | 29  |
| transferred    | 2   | 2   | undecided     | 4    | 3   | waited     | 4    | 4   |
| transportation | 4   | 4   | under         | 47   | 33  | waiting    | 93   | 42  |
| travel         | 16  | 11  | underneath    | 5    | 3   | wake       | 31   | 27  |
| traveled       | 2   | 2   | understand    | 100  | 45  | wakes      | 3    | 3   |
| traveling      | 5   | 4   | understanding | 16   | 14  | waking     | 6    | 4   |
| treat          | 31  | 11  | understands   | 2    | 2   | walk       | 122  | 58  |
| treated        | 10  | 5   | understood    | 2    | 2   | walked     | 34   | 18  |
| tree           | 129 | 62  | uneducated    | 2    | 2   | walking    | 84   | 52  |
| trees          | 105 | 65  | unemployment  | 4    | 3   | walks      | 3    | 2   |
| trial          | 2   | 2   | unhappy       | 55   | 20  | wall       | 22   | 18  |
| tricks         | 2   | 2   | uniform       | 3    | 2   | walls      | 5    | 4   |
| tried          | 37  | 27  | union         | 3    | 2   | wandering  | 7    | 4   |
| tries          | 4   | 3   | united        | 10   | 9   | want       | 990  | 122 |
| trip           | 4   | 3   | unless        | 28   | 18  | wanted     | 111  | 57  |
| trips          | 2   | 2   | 'lessen       | 6    | 5   | wanting    | 10   | 10  |
| trouble        | 81  | 40  | unlock        | 2    | 2   | wants      | 164  | 58  |
| troubles       | 4   | 4   | unnecessary   | 3    | 2   | war        | 38   | 23  |
| truck          | 4   | 2   | until         | 86   | 48  | warm       | 14   | 11  |
| trucks         | 3   | 3   | unusual       | 2    | 2   | warmer     | 2    | 2   |
| true           | 28  | 19  | up            | 1071 | 126 | was        | 1324 | 124 |
| trust          | 5   | 5   | upon          | 3    | 3   | wash       | 13   | 10  |
| truth          | 19  | 13  | upset         | 98   | 38  | washed     | 2    | 2   |
| try            | 351 | 102 | upstairs      | 2    | 2   | washing    | 10   | 8   |
| trying         | 789 | 123 | us            | 86   | 45  | Washington | 6    | 6   |
| Tuesday        | 5   | 4   | use           | 45   | 28  | wasn't     | 75   | 52  |
| tune           | 8   | 6   | used          | 180  | 64  | waste      | 3    | 3   |
| turn           | 115 | 56  | uses          | 3    | 3   | wasted     | 2    | 2   |

| Word         | F    | R   | Word       | F    | R   | Word       | F    | R   |
|--------------|------|-----|------------|------|-----|------------|------|-----|
| wasting      | 5    | 5   | white      | 104  | 53  | words      | 65   | 32  |
| watch        | 137  | 66  | whites     | 3    | 2   | wore       | 2    | 2   |
| watched      | 7    | 5   | who        | 130  | 63  | work       | 450  | 111 |
| watches      | 6    | 6   | who's      | 9    | 6   | worked     | 66   | 27  |
| watching     | 63   | 38  | whoever    | 10   | 10  | worker     | 18   | 16  |
| water        | 96   | 45  | whole      | 76   | 42  | workers    | 7    | 7   |
| wave         | 2    | 2   | why        | 250  | 92  | working    | 176  | 72  |
| waving       | 6    | 3   | wife       | 260  | 92  | works      | 20   | 14  |
| way          | 845  | 123 | wife's     | 6    | 6   | world      | 96   | 46  |
| ways         | 36   | 21  | wild       | 6    | 4   | worn       | 2    | 2   |
| we           | 594  | 97  | will       | 362  | 95  | worried    | 125  | 52  |
| we'd         | 11   | 7   | Williams   | 5    | 3   | worries    | 4    | 3   |
| we'll        | 13   | 9   | willing    | 12   | 10  | worry      | 25   | 19  |
| we're        | 16   | 13  | win        | 18   | 11  | worrying   | 16   | 11  |
| weak         | 8    | 5   | wind       | 16   | 13  | worse      | 9    | 8   |
| wear         | 23   | 14  | window     | 25   | 17  | worsed     | 5    | 5   |
| wearing      | 3    | 2   | windows    | 5    | 3   | worth      | 7    | 4   |
| weather      | 16   | 12  | winds      | 2    | 2   | would      | 1462 | 121 |
| Wednesday    | 2    | 2   | wine       | 3    | 3   | wouldn't   | 243  | 89  |
| weeds        | 11   | 7   | winter     | 18   | 12  | wound      | 9    | 8   |
| week         | 42   | 29  | wintertime | 3    | 2   | wounded    | 8    | 8   |
| weekend      | 4    | 3   | wiped      | 2    | 2   | wrestling  | 4    | 2   |
| weeks        | 15   | 13  | wiping     | 7    | 5   | wrist      | 2    | 2   |
| weeping      | 14   | 8   | wire       | 10   | 5   | write      | 57   | 20  |
| weird        | 3    | 3   | wires      | 4    | 2   | writing    | 15   | 9   |
| welfare      | 43   | 19  | wise       | 3    | 3   | wrong      | 134  | 70  |
| well         | 1975 | 127 | wish       | 46   | 30  | wrote      | 12   | 8   |
| well-dressed | 4    | 3   | wished     | 15   | 11  | yard       | 5    | 5   |
| went         | 188  | 84  | wishing    | 11   | 8   | yeah       | 369  | 91  |
| were         | 62   | 46  | witch      | 6    | 5   | year       | 86   | 43  |
| weren't      | 7    | 6   | with       | 1013 | 127 | years      | 127  | 59  |
| west         | 11   | 5   | within     | 5    | 2   | yelling    | 5    | 2   |
| western      | 13   | 9   | without    | 33   | 27  | yes        | 353  | 91  |
| westerns     | 12   | 7   | wives      | 7    | 6   | yesterday  | 7    | 7   |
| what         | 1814 | 128 | woke       | 14   | 9   | yet        | 39   | 27  |
| what's       | 120  | 62  | wolf       | 4    | 3   | yonder     | 2    | 2   |
| whatever     | 132  | 64  | woman      | 152  | 58  | York       | 18   | 9   |
| whatnot      | 10   | 4   | woman's    | 4    | 3   | you        | 4396 | 127 |
| when         | 727  | 114 | women      | 28   | 19  | you'd      | 10   | 7   |
| whenever     | 11   | 10  | womens     | 8    | 8   | you'll     | 12   | 9   |
| where        | 363  | 101 | won        | 3    | 3   | you're     | 84   | 39  |
| where's      | 6    | 5   | won't      | 137  | 63  | you've     | 7    | 7   |
| whereby      | 5    | 2   | wonder     | 28   | 19  | young      | 159  | 62  |
| wherever     | 13   | 13  | wonderful  | 14   | 10  | younger    | 18   | 14  |
| whether      | 144  | 63  | wondering  | 86   | 38  | youngsters | 4    | 3   |
| which        | 112  | 48  | wood       | 7    | 5   | your       | 187  | 63  |
| whichever    | 3    | 3   | wooded     | 9    | 6   | yours      | 8    | 7   |
| while        | 96   | 59  | wooden     | 5    | 4   | yourself   | 44   | 30  |
| whip         | 3    | 3   | Woodlawn   | 4    | 3   | youth      | 8    | 3   |
| whipped      | 7    | 5   | woods      | 83   | 41  |            |      |     |
| whipping     | 4    | 4   | word       | 16   | 13  |            |      |     |

abandoned, abdomen, above, abusing, accent, accepted, accepting, accompanied, accomplished, accounts, accumulated, accusations, accuse, ache, acquainted, acted, active, activity, actor, actual, addict, adding, adds, adequate, adequately, admire, admiring, adults, advanced, advancing, advisable, affect, affecting, affection, African, Africans, Afro-Americans, ageable, agency, ages, aides, aircraft, airline, Alan, alarming, alcohol, alcoholic, Alexander, all's, allegiance, alleys, alleyway, alligators, allowed, alphabet, alterations, amazed, Amherst, amused, amusement, anchored, Andy, angle, angles, animal, anointed, announcer, another's, answered, answers, anything, anticipated, anybody's, anyone's, apiece, apologized, apples, applying, appointed, appointment, arguments, ark, armed, arrest, arrived, arthritis, artist, ashore, ashtray, aspirin, assassinated, assembled, assist, assistance, assume, assuring, astonished, astray, ate, Atlanta, attacked, attempting, attract, attraction, auburn, audience, authorities, automatically, automobiles, autumn, avoiding, Avon, aware

babysitting, backed, backgrounds, backing, bacon, badge, badly, baggy, bail, bakery, bakes, bakeshop, balance, balloon, balloons, banged, bank-side, banksides, Baptist, bar, Barbara, barefooted, barefoot, bareheaded, barely, barred, barrel, barring, Barry, based, baseman, basement, basements, bashful, basic, basical, bass, baste, bat, bathrobes, battling, bawling, BC, bears, beast, becomes, bedside, beef, beer, bees, begged, beginner, begins, beginnings, belief, believes, believing, bells, belt, bench, benches, Bernice, berries, Bethlehem, Beverly, bewildered, biblical, bicycles, bind, Biscayne, bitter, blackboards, blacks, blackstone, blank, blazing, bleeding, blessings, blisters, blossoming, blowed, blowing, blown, blowout, boarding, boards, Bob, bond, bookcase, bookkeeping, booklet, boot, boots, bosom, bossman, boughs, bound, bounded, bowed, bowling, bows, boxer, boxes, boyfriends, boyhood, Bracken's, bragging, brain, Brant, brawling, brakes, breathe, breeze, bridges, brief, brier, britches, broad, broadcast, brother's, brown, buck, buckles, bucks, bud-dies, budding, bug, bugging, buggy, bullfrogs, bum, bump, burden, bureau, burglar, burst, bury, bushwhackers, bushy, business, busted, butcher, butter, buttons, buzz, bygones

calendar, calendars, Cambodian, camped, camps, campus, canal, cancer, candles, candy, canine, cannery, canoeing, canoes, cans, capital, cappella, capsize, capsized, cards, cares, caretaker, carfare, caring, Carl, Carmichael, carnival, Carol, Carolyn, carpenters, Carrie, cart, Carter, Carter's, carts, cashed, cashier, casket, Cassius, cataract, catches, cautious, CCC, ceased, cedar, cell, centuries, ceremonials, cetera, chained, championship, chances, changeable, chap, Chapparral, charged, Charlie, charming, chase, cheaper, cheating, checks, cheerful, cheering, cheese, chemicals, cherry, chest, Chevy, chicken, chilly, China, Chinese, chocolate, choice, choked, chorus, Christian, churchwoman, cigarette, cigarettes, circle, circulation, citizen, citizens, civilian, claim, clasped, classroom, claws, clay, clean-out, cleanliness, cleans, clenched,

clergy, clergyman, clerk, click, client, climate, clipper, clipping, clobbered, closet, cloth, clothe, clothed, clouds, cloudy, clubs, coaching, coal, coals, coats, coax, coconuts, coffee, collar's, collected, coloring, combat, combine, combs, comedy, comic, comical, comics, commandments, commercial, commission, committees, commonplace, compel, compensation, complaining, complaint, complexion, complicate, computer, con, conceited, concentrating, concern, conclusion, condemned, conditioners, conducting, conductor, cone, conference, confession, confronted, conning, connive, conquered, conquering, consenting, consequence, consequences, consider, console, consolidated, consonants, constantly, constitution, construction, contacted, contacting, continually, contract, contributing, control, controlled, controlling, controls, convenience, conversations, convicted, cookbook, cookbooks, cooperation, cooperative, coral, corners, corps, corpse, correctly, Cosby, cot, cottage, countryside, counts, courses, courthouse, cover-up, covering, crabbing, cracked, cranes, Crawford, crawling, crayolas, crayons, created, creeks, creeping, crimes, criminals, crippled, criticize, crops, crossword, crouching, crowds, cruel, cuff, cultivating, curled, curtail, curtains, Curtiss, cussed

daily, Dakota, Daly, damn, dampness, dancer, dances, dare, darker, darkies, davenport, daydreamer, deaconess, deaf, deafen, deals, dean, debt, Decatur, December, declare, declared, decorate, dedicate, deduct, deeper, defending, defense, Delaware, Democrats, demolish, demon, demons, demonstrating, demonstration, dense, denying, depress, describes, describing, deserted, dessert, destination, destitute, destruction, detained, Detroit, deuce, develop, devilment, diabetic, diagnose, diagram, dice, dictionary, digger, digging, dilapidated, dining, dipping, disability, disagreed, disagreements, disc, disciple, disciples, discovered, disease, disgrace, disgust, dishes, dislikes, disobedient, disopinion, displeased, dispose, disremembered, distance, district, disturbance, ditch, ditches, ditching, dividing, diving, divorce, Dixiecrats, docked, doctrines, dong, doomed, doorface, doorstep, doorsteps, dot, dots, Douglas, dozen, drag, dragsters, draining, drama, dramas, drank, drawer, drawers, drawn, draws, dread, dreading, dreamer, dreamt, dribble, dried, drift, drive-in, drivers, driveway, driving, dropout, dropping, drops, drown, drowning, drum, dumb, dummy, Dupont, duty, Dwight

earned, earthquakes, ease, easiest, east, Easter, eats, eavesdropping, edgewise, educationally, educationals, efficient, egging, Egypt, eighty-three, eighty-five, eighty-two, Eisenhower, elbow, elders, election, electricity, elevator, eliminate, embarrass, Emerson, emotion, empire, employees, empty, enable, encyclopedias, ending, ending's, engines, England, enroll, entering, entertain, entertainer, entertainers, entertaining, entitled, entrance, equals, equipped, equivalency, erasers, escape, escaped, establishment, et, Europe, European, evacuate, evaporated, evenings, events, everlasting, Evers, everyplace, everything's, examples, excellent, exchanging, excitement, excites, excuses, excusing, exercise, exhausted, expected, expects, experiences, experiencing, explanation, expresses, expressing, expressions, extent, extents, extravagant

facilities, failed, failing, failure, fairy, fake, family's, famous, fancy, fanning, farmed, fasten, fastened, fatherly, favorites, FBI's, fearing, feathers, February, feeds, fellow's, fences, fender, fertilize, fiancé, fib, fielder, fifty-fifty, fifty-four, fifty-one, fifty-seven, figures, file, fills, filth, filthy, final, finances, financial, financially, finding, fines, finishes, finishing, fired, fireman, fireworks, firing, firm, first-class, fished, fishermen, fishing's, fists, flashing, flavor, flicks, flirting, float, floodlight, floods, floors, flounced, fluffy, flustered, flute, flying, fond, foods, foolish, forces, foreigners, forests, forever, forgive, forty-eight, forty-five, forty-six, forty-two, foster, fought, foul, foundry, foxes, fractured, frame, frames, Frances, Frank, Franklin, Franklin's, frantic, freezing, Fridays, friendship, frightens, frowns, frozen, fugitive, fulfilled, fumbling, funning, furnished, furnishing, furniture, fusses, future's

gadget, gallery, gamble, gambling, gangster, gangsters, garage, gardener, garfish, garments, Gary, gate, gathered, GE, geared, GED, Geneva, geography, Germany, ghosts, GI, Gibson, gifted, gigibbling, glance, glands, Gleason, glow, goatee, gobbling, God-fearing, golden, Goldwater, Gomer, good-looking, goodbye, gooey, goofy, gown, grabbing, grace, graded, graders, graduated, grain, grammar, grand, granddaughter, grandma, grandmother's, grands, granted, grapes, grasping, gravely, grease, greens, grenade, grieved, grieveful, grieves, Griffin, groceries, groundchuck, groundhog, groups, grownup, Guadalcanal, guarding, guards, guessed, guessing, guidance, guided, gulf, gum, gutter, gym

habits, hair's, haircut, hairdo, hairdressers, haired, half-day, halfway, hallway, handcuff, handcuffs, handicap, handout, hank, Happily, happiness, harasses, hardest, harm, harmed, Harmon, harmonicas, harmony, harnessed, harnessing, harsh, harvesting, hateful, hatefulest, hates, hats, hauling, haunt, haunts, Hawaiian, haystack, Hazelhurst, hazy, head's, headlong, headquarters, healer, hearsay, hearts, heated, hee-haw, heed, heel, height, hello, helper, helpless, Henry, Herbert, hero, hi-fi, hickory, high-rise, hillbillies, Hilliard, hilly, hippies, histories, hitch, holdup, hole, holiness, Holland, homeless, homemaker, homesick, honestly, honor, hood, hooky, hoop, Hoover, hope's, hoped, hopeless, horn, hospital, hot-headed, housecoat, housekeeper, hover, how'd, huddled, Hughes, humanize, humble, humped, hunched, hundreds, hunger, Huntley, huntman, hurted, hush, Hyde, hymnal, hypnotism, hypnotist, hypnotized

iceberg, icicles, icing, ideal, identical, identify, ignorance, ignorant, imagination, impressed, inches, incinerator, including, increase, individually, individuals, indoors, inexpensive, infected, inflated, influence, inform, ingredients, injure, injured, inquiring, insert, inserted, inserting, instances, instinct, instruct, insulin, integrate, intend, intentionally, interests, interfere, internally, international, interviewing, interviews, intestine, intoxicated, invest, investigate, invite, Irish, ironing, isolated

jack, jacked, Jacksonville, jaundice, jazz, Jeffrey, jello, Jenny, jets, Jew, Jewish, Jews, Jim, Jimmy, job's, Joey, John's, joining, joint, jokes, jolly, joy, judged, juice, junction, jungles, jury, justice, jut

Kansas, keel, keeper, Kennedy's, keypunching, kick, kickball, kicked, kidding, kidnap, kidney, kidneys, killer, kindergarten, kindness, kinfolk, kingdom, kiss, kit, kitchenette, kitten, kneel, knit, knowhow

laborer, lack, lamps, Lancaster, lancing, landmark, landmarks, lands, language, lard, laryngitis, Lassie, lasted, latch, latched, latest, lawful, lawn, Lawrence, laws, lawyer's, lays, Lazarus, lazy, leaf, leagues, leaking, lean, leaned, leap, learner, learns, lectures, led, lend, Leroy, libraries, licking, lieutenant, life's, lift, lifted, lifting, lighter, lighthouse, lightning, likewise, lilies, limb, limbs, limit, limited, lined, lines, lining, lintel, lips, listened, listens, lit, litter, lively, liver, Liverpool, loaded, loaning, located, location, London, loosen, Louis, lovable, lovely, lukewarm, lunches, lunchtime, lyrics

machinery, mackerel, magazines, magic, magician, mail, mailman, major, managers, mandolin, Manhattan, maniac, manner, manpower, marching, marine, Marion, mark, market, marking, marrying, Martha, Marty, masks, Masten, matches, materials, matinees, matters, meaning, meanings, meanness, meantime, meanwhile, measure, measured, measuring, meddling, Medgar, Medicare, Melissa, men's, mentioned, Metcalf, Mexico, Miami, Michael, Michael's, middle-aged, midst, Mike, militant, military, miller, millers, millionaire, mills, milograph, minded, minding, mines, mingle, mini, minidresses, ministers, Minneapolis, misery, mishaps, misled, mistaken, misunderstand, misunderstood, misuse, misusing, moan, mockingbird, modern, moist, molasses, molder, molds, mom, monarchs, monopolize, monster, monuments, moody, mop, morale, moseying, motel, motherless, motion, motorboat, motors, mourn, mouths, mud, mudding, muffins, muleheads, multiplication, multiply, murders, museum, musicians

nails, named, napkins, nation, nations, naughty, naval, nay, nearly, nearsighted, neater, necessarily, neckline, neckties, needing, needy, neice, nephew, newlywedding, Newman, Niagara, nicest, Nicholson, nickle, niece, nigger, niggers, night's, nightcap, nine-fifteen, ninety, nitty-gritty, Noah's, noisy, nope, nor, normal, northern, nose, nosebleeds, noticing, notify, notion, November, nude, numb, numbers

occasion, ocean, odd, odds, offering, officer, officials, oft, Okeechobee, old-time, old-timer, one-thirty, operations, opinions, orchard, orders, organizations, originally, other's, ours, outcome, outdoor, outgrow, output, outspoken, outstanding, overall, overcrowded, overdose, owe, owed, owned

pa, package, packed, paddled, paddles, page, pail, pained, pains, paint, painted, painting, paired, pairs, pajamas, palace, pan, paralyzed, parents', parked, parks, parted, participated, participating, partners, partnership, passengers, pastime, pastor's, patch, patched, patching, patiently, patriarchs, patted, Paul, pave, pavement, peaks, peanuts,

pearl, peculiar, penny, per, percent, percentage, perched, perches, perfect, perfectly, performed, perish, personally, personnel, pertaining, pet, Pete, Peter, petted, petticoat, pheasants, Phil, Philip, physical, picks, picnics, pierce, pies, pile, piled, pillows, pimp, pimping, pimps, pinch, pinching, pinned, pinpoint, pity, placed, placing, plane, planes, plank, planks, planted, planters, plaster, players, playmates, pleasing, pledge, pliers, plop, plowed, plugging, plumbing, pocket-size, pointing, points, poke, poking, poles, policemen, polices, policewoman, policy, polite, politic, politics, polluted, pollution, pompadour, pony, pooched, pools, popcorn, pops, popsicle, population, porter, portion, pose, posed, positions, postman, potato, potential, pour, pouring, powder, practicing, praise, preacher's, preachers, preaching, preferably, prejudice, prepared, pressured, pricks, pride, prince, principals, printed, printing, prints, prizes, probing, procedures, process, procuring, products, profanity, profession, progressing, promised, promoted, propped, prosperous, proteins, protesting, protests, providing, psychiatry, puckered, pudding, Puerto Rican, punch, puncture, punish, pure, purpose, pusher, Pyle

queen, Quentin, quicker, quiz

racial, rack, racks, rage, rags, rakes, ramble, rangers, ransacked, rape, rapid, rapidly, raring, rate, raved, rayon, reader, reality, realized, realizing, rear, reared, reasonable, recall, receive, recession, recollect, recommended, recreation, rectified, recuperate, reed, refer, reflect, reflecting, reflection, reform, refuses, refusing, register, registrar, regret, rehabilitation, rehearsal, rejected, renting, rents, repairing, repairmen, repeating, repent, replace, reporter, reports, representative, representatives, represents, republic, Republicans, reruns, rescue, research, resemble, resembles, reserve, resisting, respecting, responsibilities, restaurants, retarded, revenge, reverend, revival, rewarded, rewards, rheumatism, Rhodes, rhyme, rhythm, ribber, ribs, Richman, rickety, ridicule, rightly, ring, ringing, Ringling, riot, rip, rite, riverboat, rivet, roasts, robbed, Robinson, rocket, rockets, rodding, rode, roller, Roman, romance, Roosevelt, rooting, roped, Rosetta, rotate, roughing, roused, route, rowing, rub, rubber, rubbing, rugged, ruin, ruining, rule, rules, runaround, rural, rushed, rushing, Ruth

sacks, sad-looking, sadly, safely, safer, safety, Sally, saloons, salted, Sammy, sanders, sang, sanitation, Santa, sass, sassafras, sassy, Satan, saves, saving, saws, scalpel, scarey, scareycrow, scarred, scars, schedule, school's, schoolboy, schoolgirls, schoolteacher, scientists, scissors, scold, scores, Scotland, scrape, screw, screwdriver, scriptures, scrubbing, scuffled, sculpture, sea, secretarial, seed, self-made, selfish, selling, semester, seminar, semipro, senators, sensible, sentenced, sergeant, serve, serviceman, set-up, setback, sets, settee, settling, seventy-five, seventy-nine, seventy-two, sewn, sexual, shack, shady, shaggy, shakedown, shamed, shameful, share, sharecrop, shares, sharper, shaved, shear, sheep, Sheffield, shelter, shift, shindig, shines, ship,

shorthand, shout, shouting, shoved, shower, shrubbery, shucks, shy, sideways, sights, sightsee, signal, signs, silk, sincerely, sinking, sinus, sister's, sitter, situated, situations, sixth, sixty-fifth, sixty-four, sixty-nine, sixty-one, sixty-seven, sixty-two, sized, skating, skiff, skiing, skilled, skinning, skirt, skyrockets, slabs, slain, slaps, sleeve, sleeves, slept, slightest, slim, slingshot, slipping, slot, slowly, slumped, smarter, smell, smelling, smiled, smog, smokes, snakes, snap, snapped, snaps, snatched, sneaked, sniping, snore, snotty, snowed, snowflakes, snows, so-and-so, sob, sobbing, sod, softly, sold, solemn, solid, solution, solving, somethings, sonny, soothe, soprano, sore, sorghum, sorrowful, sorrowing, sorted, souls, sow, spaghetti, Spanish-American, spank, spanking, spares, sparking, Spartanburg, spatula, speaker, specially, speed, spells, spice, spine, spirits, spiritualist, spirituals, spoil, spoiling, sponsor, spooks, sporting, sprung, squads, square, squealing, squeezing, squirrel, squirrels, stabbed, stabbing, stack, stairs, stamped, stare, stated, stationed, stations, Statler's, statues, steadily, steadying, steam, steamed, stepdaddy, stepfather, stepmother, Steve, Steve's, stewardess, stick-em-up, sticks, stir, stitching, stockade, stocked, stocker, stocking, stockings, storming, storms, straightening, straightens, strain, strangers, strangler's, strap, straw, strayed, streetcar, streetcars, stricken, stride, striking, stripped, strive, striving, stroll, strolling, strooched, struck, struggle, struggling, student's, studied, stumbled, stunned, styling, stylist, subjects, substantial, subtract, succeeding, success, suffered, suffering, sufficient, suggestion, suicide, sundown, sunning, sunshiny, superiors, supermarket, superstart, supervising, supply, supported, supposing, supreme, Supremes, surface, surprise, surprising, survivals, suspended, suspicion, suspicious, swapping, sweetest, sweetheart, swept, swiftly, switch, switches, swolled, sword, synagogue, Syracuse, syrup, system, systems

tablecloths, tag, tailor, tails, tale, tango, tapes, tastes, tavern, taxation, Taylor, teased, Ted, telegraph, telephones, televisions, teller, tellers, tempered, temporary, temptations, tempted, tenant, tenants, Tennessee, tensions, terrifying, tested, thanking, thanks, thanksgiving, Theresa, thermometer, theyself, thicker, thief, thirteenth, thirty-ninth, thirty-three, thirty-two, thousands, threat, three-thirty, throats, throb, throne, thumb, tick, timers, timing, tin, tip, tipping, tips, tiptoe, tiresome, token, tolerably, tongue, tools, toothache, toothpicks, topcoats, tops, torch, tossing, total, touched, touching, tougher, tower, toy, tracks, tractors, tragic, transact, transplant, trapping, trash, traveler, tray, treating, treatment, treatments, treats, trek, trench, trick, trombone, trophies, trucking, truly, truthfully, tub, tube, tuberculosis, tubes, tubs, tucked, tuition, tuned, tuning, turkey, tutor, twenties, twentieth, twenty-eight, twenty-fifth, twenty-first, twenty-ninth, twenty-three, twigs, twins, twist, two-room, tying, types, typist

ugly, uhuh, ulcerated, uncertain, uncle's, unconcerned, undergrowth, underprivileged, undershirt, undertaking, underwear, undo, undressed, unemployed, unexpected, unhealthy, unhook, unkind, unlimited, unloaded, unmarried, unnecessarily, unpleased, unqualified, untie, uphold, upper, uproar, ups, upsetted, upsetting, upside, uptown, urban, urgent, urn, useful, Utica, utilities, utility

value, vampires, vanilla, variety, vase, version, veteran's, vice, vice-president, victim, viewers, violating, violent, violinist, Virginia, voltage, volunteer, voting, voyage

wade, wading, wages, waitress, waken, Wales, Wallace, wallet, walnut, Walter, wander, wardrobe, warned, warning, wars, Washington's, washroom, water's, waters, Waverly, waves, WBEN, wealthy, weapon, wearied, wears, weary, weather's, Webster, wedlock, weekends, weekday, weep, weeped, weighed, weighing, weighs, weiner, welcome, Welk, well-cut, well-to-do, Westinghouse, Westminster, wet, whacked, whale, what'll, whatever's, wheat, wheelbarrow, wheelchair, wheelchairs, whereas, whey, whispered, whiz, who'll, wholesale, whom, whomever, whose, wide, widow, widow's wilderness, William, winners, wins, winters, wintry, wipe, wiser, witchcraft, withdraw, women's, wondered, wonderfully, wood's, woody, wool, WOR, workman, worsen, worse, wrangler, wrap, wrapped, wrapping, wrestle, wrestling's, writ, writer, writes, WUFO

x-ray, x-rays, xylophone

yell, yellow, yep, YMCA, youngest, youngster

zero, zippers, zoo

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